

BULLETIN MISSOURI STATE TEACHERS' ASSOCIATION

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E. M. CARTER, Editor

APRIL, 1918

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To Members:—If you change your address, please notify Secretary E. M. Carter, Columbia, Missouri, giving your old as well as your new address. Address all communications to E. M. Carter, Secretary, Columbia, Missouri.

Next Meeting M. S. T. A.—St. Louis, Nov. 7-9, 1918

This Issue

This issue of the Bulletin contains the official proceedings and addresses of the Department Sessions of the Association and reports of the various District Associations, and other matter.

Committees for 1918

The President, Miss Gecks, has appointed the following Committees for 1918:

Resolutions. The Committee on Resolutions follows by Congressional Districts:

Eighth, Dr. A. Ross Hill, Chairman, Columbia, 1920; Sixth, C. A. Phillips, Secretary, Warrensburg, 1918; First, Byron Cosby, Kirksville, 1918; Second, Miss Elizabeth Brainerd, Trenton, 1920; Third, W. S. Drace, Richmond, 1918; Fourth, Miss Beulah Brunner, Maryville, 1919; Fifth, Miss Genevieve Turk, Kansas City, 1920; Seventh, R. B. Finley, Marshall, 1919; Ninth, W. C. Johnson, Mexico, 1918; Tenth, E. J. Swift, St. Louis, 1919; Eleventh, Geo. P. Knox, St. Louis, 1920; Twelfth, B. G. Shackelford, St. Louis, 1918; Thirteenth, C. B. Burton, Piedmont, 1919; Fourteenth, Miss Martha Shea, Cape Girardeau, 1920; Fifteenth, Miss Helen Brown, Joplin, 1918; Sixteenth, S. P. Bradley, Rolla, 1919.

Neerology: W. W. Thomas, Chairman, Springfield; J. E. McPherson, Secretary, Columbia; Miss Elma J. Webster, Kansas City; Mrs. Anna L. Sims, Plattsburg; Joseph Sparks, Joplin; Miss Osta B. Feurt, Martinville; W. W. Martin, Cape Girardeau; Charles Collins, St. Louis; Miss Zoe Ferguson, St. Joseph.

Committee on Organization N. E. A.: E. George Payne, St. Louis; Ira Richardson, Maryville; W. S. Dearmont, Cape Girardeau.

**Notes
by the President,
Miss Gecks**

"The President wishes to express her appreciation of the evidences of good will and the assurances of co-operation that have come from members from all parts of the State. She wishes to thank all who responded so generously to her request for direction and suggestions.

"Many good suggestions have been received in regard to the general management and the program of the St. Louis meeting, November 7-9. The wishes of the members of the Association will be met in as far as it is possible to meet them.

"Efforts are being made to have the meetings of the various departments in accessible places in order that time may not be lost in going from one session to another.

"Due consideration is being given to the program for the Department of Rural Schools. Miss Mabel Carney, of Teachers' College, Columbia University, New York, has been secured. Miss Carney has made a special study of rural school problems and will be of great help in the discussion of the report on the Survey of the Missouri Rural Schools.

"In the Elementary School Section the new phases of the work in geography will be cared for by an authority on the subject. Charles H. Farnsworth, Professor of Music and Speech of Teachers' College, Columbia University, has been secured for the Elementary School Department and for the Department of Music. In the Department for Kindergarten and Primary Teaching recent experiment in kindergarten and primary grades will be presented and discussed by well known leaders in the work.

"The Chairmen of the various departments are now at work on their programs and the meeting promises to be a successful one. A number of counties in the State have promised 100% enrollment. We know that all will do their utmost."

**M. S. T. A. First
in the Union
in Per Cent
of Gain**

A comparison of the enrollment in the various state teachers' associations for the year 1906 and 1917 shows that the Missouri State Teachers' Association with a gain in enrollment of 2693.9% heads the list of state associations in per cent of gain. Enrollment of the M. S. T. A. by years:

Year.	Place of Meeting.	Number Enrolled.
1906	Moberly	395
1907	Joplin	667
1908	Kansas City	1,325
1909	St. Louis	1,475
1910	St. Joseph	2,865
1911	Hannibal	1,995
1912	Springfield	2,934
1913	St. Louis	5,100
1914	St. Joseph	6,211
1915	Kansas City	7,956
1916	St. Louis	8,150
1917	Kansas City (and district associations)	11,036

**N. E. A.
Pittsburgh, Penn.,
June 29-July 6,
1918**

The next meeting of the National Education Association will be held in the City of Pittsburgh, Pennsylvania, June 29 to July 6, 1918.

Every effort is being made to make this one of the most successful meetings that has ever been held. Pittsburgh will leave nothing undone to care for and entertain its visitors.

The program promises to be one of the best ever presented to the Association. Dr. Mary C. C. Bradford, the President, has chosen for the general subject, "The Rebuilding of Civilization Thru War-Modified Education." She has secured some of the most eminent men in America and Europe for the discussion of this subject.

Important questions concerning the reorganization of the N. E. A. will be discussed. The preliminary report of the Committee on Organization was presented at the National Council of Education and at the Department of Superintendence meeting in February. Both of these bodies endorsed the report in which three fundamental points are to be considered:

1. Only teachers are eligible to become members.
2. Membership in the State Association is to carry with it membership in the National Association,—the fee being two dollars. One dollar goes to the State Association and one to the National Association.
3. The business of the Association is to be carried on by a House of Delegates.

There is a special need at the present critical time of concerted action on the part of the teachers of the United States. The proposed plan whereby membership in the N. E. A. carries with it membership in the State Association offers an opportunity to teachers to enlist in and to support the movement for the betterment of the profession. The following appeal is made by the Committee on the Enlistment of the profession:

To the Teachers of America:

The teachers of the United States have been patriotic leaders in every war emergency drive. With their money and their personal services, they have supported and will continue to support generously, the Liberty Loans, and the drives for the Y. M. C. A., the Y. W. C. A., and the Red Cross, and other agencies whose enlarged public undertakings have been made necessary by the war.

Is it not now time to enlist the profession in an educational emergency drive? The National Education Association believes that the hour for enlistment has struck. Thru its Joint Commission, the Association issues this rallying call for at least 50,000 teachers to enlist at once, in order that war emergency work in education may be directed by an agency representing all elements and interests of the teaching profession.

The present shortage of teachers, the welfare of teachers in service, the education of adult illiterates, immigrant education, health and recreation programs, better rural education, training for all forms of national service, and the necessity to give immediate support to the Committee on Teachers' Salaries, Tenure, and Pensions, were emergency problems put up to the officers of the National Education Association.

ciation. The Association was obliged to undertake the work at once or to allow it to be done by some other agency, and therefore appoint the joint Commission on the National Emergency in Education. This Commission is now hard at work. The Association relies upon the teachers of the country for the entire financial support of the big program.

This is a professional service-call to every teacher in America! If France enrolls 110,000 teachers in her national association, surely America should enlist 50,000 at once, and many more next year. With such a large body of teachers actively working, the voice of the National Education Association will be effective. Every recruit will share with the teachers of the country the advantages of quick, decisive action. Now is the time to enlist!

Yours for the good of American Education,

C. G. PEARSE,
SUSAN M. DORSEY,
LOTUS D. COFFMAN,
J. M. GWINN,
AGNES DOHERTY,
THOMAS E. FINEGAN,
JOSEPHINE CORLISS PRESTON,

Committee on the Enlistment of the Profession.

The quota of members for Missouri in this educational emergency drive is 1800. Let us make it 2000. The teachers of Missouri have been patriotic leaders in every war emergency drive. They will not now fail to support the N. E. A. in its effort to direct the war emergency work in education.—

MISS T. C. GECKS, President, Missouri State Teachers' Association.

Trophies and Honors

The Hess and Culboston Trophy for the largest membership per cent of the Association was won by Caldwell county with Holt county a close second. Greene county won the Association trophy for the largest number of miles to the credit of its members. Cape Girardeau county won second place. The following counties won certificates of honor which were given membership percentage of 75 or above: Buchanan, Livingston, Nodaway, Platte, Worth, Adair, Knox, Putnam, Bates, Schuyler, Shelby, Benton, Cass, Jackson, Johnson, Lafayette, Cape Girardeau, Wayne, Christian Lawrence, Polk, Dade, Holt, Daviess, Scott, Caldwell, Clay, Clinton, Atchison, Ray Carroll, Butler, Greene.

Summer Schools

The Summer schools at the State Educational Institutions for 1918 will begin as follows: University of Missouri, June 6 and 7; Kirksville Normal School, May 29; Warrensburg Normal School, May 28; Cape Girardeau Normal School, June 3; Springfield Normal School, May 27; Maryville Normal School, May 27.

GENERAL OFFICERS AND COMMITTEES, DEPARTMENT OFFICERS AND DISTRICT OFFICERS FOR 1918

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Third Vice-President, Louis Theilmann, New Madrid.
Secretary-Treasurer, E. M. Carter, Columbia.

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DEPARTMENT OFFICERS, 1918, M. S. T. A.

Universities, Colleges and Normal Schools and Junior Colleges: Chairman, J. M. Wood, Columbia; Secretary, Byron Cosby, Kirksville.

School Administration: Chairman, F. H. Barbee, Nevada; Vice-Chairman, Houck McHenry, Jefferson City; Secretary, Mrs. Myrtle Threlkeld, Shelbyville.

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English: Chairman, V. C. Coulter, Warrensburg; Secretary, Dorothy Kaucher, St. Joseph.

Missouri Society of Teachers of Modern Languages: President, J. W. Heyd, Kirksville; Vice-President, John, L. Deister, Kansas City; Secretary-Treasurer, Ada M. Jones, Kansas City. **German Division:** Chairman, J. W. Heyd, Kirksville; Secretary, Mary H. Ross, Kansas City. **Romance Division:** Chairman, John L. Deister, Kansas City; Secretary, Ada M. Jones, Kansas City.

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Missouri School Peace League: President, Louis Thellmann, New Madrid; Secretary-Treasurer, Mrs. J. M. Greenwood, Kansas City; Vice-Presidents: John R. Kirk, Kirksville; W. H. Black, Marshall; W. S. Dearmont, Cape Girardeau; R. F. Nichols, California; J. A. Koontz, Joplin.

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Commercial Training: Chairman, L. W. Beers, St. Louis; Vice-Chairman, R. V. Coffey, St. Louis; Secretary, Amy Meyer, Kansas City.

Parent-Teacher Association: Chairman, Ella V. Dobbs, Columbia; Vice-Chairman, Mrs. J. B. McBride, Springfield; Secretary, Lydia D. Montgomery, Sedalia.

Reading and Public Speaking: Chairman, J. Hamilton Lawrence, Parkville; Vice-Chairman, Charles F. Foster, Kansas City; Secretary, Roberta Sheets, St. Joseph.

Geography: Chairman, L. W. Rader, St. Louis; Secretary, Inez Wolfe, Kansas City.

Missouri Folk-Lore Society: President, Mary A. Owen, St. Joseph; Vice-Presidents: Lucy R. Laws, Columbia; Mrs. Eva W. Case, Kansas City; Jennie M. A. Jones, St. Louis; Mrs. Edward Schaaf, St. Mary's; Treasurer, C. H. Williams, Columbia; Secretary, H. M. Belden, Columbia.

Agriculture: Chairman, J. H. Gehrs, Warrensburg; Vice-Chairman, C. B. Gentry, Springfield; Secretary, Alphonso Gorell, Butler.

OFFICERS, DISTRICT ASSOCIATION OR DIVISIONS, 1918

Division 1: Northeast Missouri Teachers' Association—Kirksville: President, O. G. Sanford, Palmyra; 1st Vice-President, Miss Frankie Connell, Hannibal; Secretaries: Mark Burrow, Kirksville; T. G. Nichols, Edina.

Division 2: Warrensburg Normal District Teachers' Association—Warrensburg: President, L. M. List, Harrisonville; 1st Vice-President, John P. Gass, Sedalia; Cor. Secretary, Miss Sara E. Spencer, Lees Summit; Treasurer, W. E. Morrow, Warrensburg; Managing Secretary, C. A. Phillips, Warrensburg.

Division 3: Southeast Missouri Teachers' Association—Cape Girardeau: President, A. S. Boucher, Dexter; 1st Vice-President, F. W. Snider, Jackson; 2nd Vice-President, Mrs. Clara E. Graham, Charleston; 3rd Vice-President, C. A. Norvell, Illmo; Secretary, A. C. Magill, Cape Girardeau; Treasurer, J. T. McDonald, Jackson; Railroad Secretary, R. S. Douglass, Cape Girardeau.

Division 4: Southwest Missouri Teachers' Association—Springfield: President, M. J. Hale, Monett; 1st Vice-President, H. E. Carender, Greenfield; 2nd Vice-President, Truman Hayes, Forsyth; Secretary, Miss Louise Nixon, Springfield; Treasurer, Sam A. Miller, Marshfield.

Division 5: Northwest Missouri Teachers' Association—Maryville: President, A. Boyd, Albany; 1st Vice-President, G. H. Beasley, Liberty; 2nd Vice-President, S. E. Davis, Maryville; 3rd Vice-President, Miss Nelle K. Sutton, Bethany; Secretary, C. A. Hawkins, Maryville; Treasurer, Miss Elizabeth Brainerd, Trenton.

Division 6: St. Louis Division: President, L. W. Rader, Columbia School, St. Louis; Secretary-Treasurer Geo. N. Martin, Farragut School, St. Louis.

Division 7: Kansas City Division: President, I. I. Cammack, Library Bldg., Kansas City; Vice-President, J. H. Markley, Library Bldg., Kansas City; Secretary-Treasurer, Miss Esther Crowe, Central High School, Kansas City.

Division 8: St. Joseph Division: President, Vernon G. Mays, Board of Education, St. Joseph; Vice-President, Merle C. Prunty, Central High School, St. Joseph; Secretary, W. I. Griffith, Benton School, St. Joseph; Treasurer, Miss Fannie Brennan, Board of Education, St. Joseph.

COPY OF

STATEMENT OF OWNERSHIP, MANAGEMENT, CIRCULATION, ETC.,

of Bulletin, Missouri State Teachers' Association, Published Quarterly at Columbia, Mo., required by Act of August 24, 1912, for April, 1, 1918.

Editor, E. M. Carter, Columbia, Missouri.

Managing Editor, E. M. Carter, Columbia, Missouri.

Business Manager, E. M. Carter, Columbia, Missouri.

Publisher, Missouri State Teachers' Association.

Owners: (If a corporation, give names and addresses of stockholders holding 1 per cent or more of total amount of stock.) Missouri State Teachers' Association.

Known bondholders, mortgagees, and other security holders, holding 1 per cent or more of total amount of bonds, mortgagees or other securities: None.
(Signed) E. M. CARTER, Editor.

Sworn to and subscribed before me this 23rd day of March, 1918.

(Signed)

R. B. PRICE, Jr., Notary Public.

(SEAL)

(My commission expires March 25, 1918.)

ADDRESSES GIVEN BEFORE THE GENERAL SESSIONS.

(Continued from January 1918 Bulletin)

REPORT OF COMMITTEE ON NECROLOGY (Continued)

Prin. T. E. Spencer, Chairman

The report of the Committee on Necrology is continued from the January Bulletin.

IN MEMORY OF SUPERINTENDENT JONATHAN FAIRBANKS

(By Pres. W. T. Carrington, Springfield)

Superintendent Fairbanks is no more. This grand, good man departed Saturday morning, September 29, 1917, leaving behind the bereaved families of three sons and other relatives, and thousands of friends in Springfield and Southwest Missouri, men, women, and children mourning his departure as they would that of a father.

His body lay in state at the Springfield High School building all day the following Monday, where it was viewed by ten thousand school children and thousands of men and women from every walk, most of whom had been students in the school under his supervision. The memorial services were held on the campus of the high school late that afternoon, and addresses delivered by former members of the school board and teachers who had been associated with him.

No man ever departed from Springfield whose going touched intimately so many people. I can speak of this sympathetically because it was my happy privilege to be honored with his friendship and confidence for more than thirty years.

Superintendent Fairbanks was in his ninetieth year. He was born in Massachusetts, of Scotch parentage, reared on a farm by an aunt. He began teaching school in his teens and taught the little town schools near his home. He became principal of a town school in the state of Delaware and was later superintendent of city schools at Piqua, Ohio.

Immediately following the Civil War, he quit school work and came to Springfield to engage in business. He was for some years manager of a large lumbering interest, operating several saw mills and lumber yards. In the early seventies he had accumulated a fortune. His interest in the public welfare led to his election as mayor of the city of Springfield, and as president of the city school board. Following the panic of 1873, his business ventures grew less profitable, and in 1875, when a vacancy occurred in the superintendency of city schools, he resigned the presidency of the school board and accepted the superintendency of the city schools. He continued in this position for thirty-nine years. The last three years of his life were spent as associate superintendent of city schools. Within the last week he made his usual visits to the schools. His continued connection with the Springfield schools, as president of the school board, city superintendent, and associate superintendent, covered a period of forty-five years.

Superintendent Fairbanks is one man in a thousand whose philosophy of life was entirely optimistic. His presence was always a benediction. His good cheer filled every school room with a cooperative spirit. It was simply impossible for any of his teachers to be long discouraged. His pupils responded

readily to his happy "Good Morning." The result was enthusiastic work in the spirit of cooperation on the part of both teachers and pupils. He was indeed a friend to every child and every child was his friend.

Superintendent Fairbanks was a pioneer in many educational reforms. He was always deeply interested in the teaching of geography. Thirty years ago geography was taught in the Springfield schools along the lines that are now considered the most modern, and in a most progressive spirit. Thirty years ago when I became his high school principal, I found full four years of history taught in the high school. No other high school in the state at that time included more than two years of history teaching in its curriculum. The Springfield High School set the pace for the teaching of history. When the first State Course of Study for approved high schools was issued in Missouri it included four years of history, due very largely to the influence of the Springfield High School, and indirectly to Superintendent Fairbanks. He never grew old in the work. The progressive spirit dominated his entire life.

Soon after his death, there was formed in Springfield, what is known as the Fairbanks Memorial Association the purpose of which is to erect a marble shaft on the high school grounds in his memory. This will be a fitting remembrance of the best influences of one of the best men that ever lived in Springfield. This will be paid for by the pennies contributed by the school children of the city, and by the dollars of his former students, many of whom are wealthy business men of the city.

All honor to Jonathan Fairbanks. His life and his works have inspired so many to noble endeavor. His influence on education cannot be measured. May God bless his memory forever.

TRIBUTE TO DR. ABNER JONES

(By Supt. J. E. McPherson, Columbia)

Only recently Missouri has awakened to the needs and our opportunities of her rural schools, and last spring the Missouri State Teachers Association and the State Department of Education jointly selected Dr. Abner Jones, of Columbia, Mo., at that time the best qualified and informed man in Missouri, and doubtless in the United States, on rural education to carry on a co-operative investigation and study of the rural schools of this great Commonwealth.

It seems unfortunate and sad indeed, that during the very initial steps of this gigantic undertaking the grim reaper, Death, should take from us Dr. Jones, who spent his life of four and forty years in preparation for such work.

Dr. Jones was peculiarly fitted for this work in sympathy, interest and preparation. During the past three years he devoted his time and energies at the University of Missouri, investigating rural school problems, and in June 1916, received his Doctor's Degree—the first to be granted from the School of Education. He spent his last year as instructor in the School of Education, and at the time of his death, August 3, 1917, was formulating plans for the co-operative investigation of rural schools.

The counties of Putnam and Hickory, where he taught in the rural schools; the Manual Training High School of Kansas City where he taught one year; the towns of Lancaster and Greenfield, where he served as superintendent; the city of Carthage, where he taught four years; the faculty and alumni of the University of Missouri, and the members of the Missouri State Teachers' Association all feel keenly the loss of Dr. Jones, because he poured out his love, sympathy and services amongst all these people. He was truly a Missourian—I say Missourian, because he was born in Missouri, educated in Missouri, married a Missouri girl, taught in Missouri, died and was buried in Missouri.

Dr. Jones was born in Unionville, Mo., Sept. 3, 1873, and on Aug. 3, 1917, death followed a double operation.

As a fitting tribute to the memory of Dr. Jones, who loved passionately the University of Missouri, and her educators, he was buried on an eastern slope in the Columbia Cemetery, in a spot so selected that the dome of his Alma Mater can easily be seen when standing near his grave.

FUNDAMENTALS IN THE TEACHING OF ENGLISH.

(Abridged)

By Principal J. J. Mahoney, State Normal School, Lowell, Mass.

.....The first consideration that I wish to present to you is that English teaching in the past has been inefficient because it has been so vague. That thought is so old that one is almost ashamed to mention it. But it is, at the same time, so true that it can't be ignored. And it is the truest thing of all that while the vagueness obtains, not one step forward in efficient language teaching can be taken. We are supposed to teach English in the Elementary Schools. What do we mean by the term English? Do we all agree as to just what is connoted by the term? I don't think so. History means just one thing to the teacher. Thousands of teachers can agree pretty well as to what arithmetic or geography or chemistry means. But when it comes to the subject "English" one finds at the very start either that teachers are hazy in mind as to just what the term implies, or if definite notions are present, these are apt to vary widely from city to city, even from school to school. A few days before coming out here I listened to a very prominent teacher in the East address a body like this on the teaching of English. The burden of her theme was Literature—and one came away with the thought that Literature constituted the most important phase of English teaching. Not long ago I asked a High School teacher in Boston what she thought of English teaching in the Elementary Schools, and her fifteen minute reply conveyed to me the idea that graduates of the Elementary Schools were very poorly grounded in grammar. Two or three years ago I examined courses of study in English published by dozens of school-systems here and there throughout the country—but mainly in the East. Some of these consisted in the main of lists of written technicalities divided up among the grades with here and there a few cryptic suggestions as to how English power, or something like that equally vague, might be secured. A few ignored Oral English entirely. A great many set down trite and casual suggestions about it, but failed utterly to impress on the teacher what we all profess so glibly to believe, namely that it is just as important that children be trained in correct speech as in correct writing, and that if this is to be accomplished, training in the one must be just as definite and pointed as training in the other. Probably few teachers think of spelling that is to say, systematic drill in spelling—as a phase of English teaching. Ordinarily spelling and language are not mentioned in the same connection. Language is language, and spelling is spelling,—that seems to be the idea. And yet a mis-spelled word in a letter from a correspondent looms up as a more grievous error than any mere weakness in structure or style. And the teacher who could correct the hundreds of papers monthly without having to deal with bad spelling would consider herself blessed indeed. But enough of this. I trust I have said enough to bring out the point that English teaching has been vague and comparatively pointless in the past because we haven't been agreed in the first place as to what is connoted by the term itself. Now I am not sure that you could get 1000 teachers—say—in a school system ever to agree unanimously as to just exactly what phases of school work should be dealt with in an English Course. I am sure tho, that in every school system, the same point of view should prevail as to what a supervising officer means when he talks about "English." What do I mean for instance, when I use the term "English." I mean this:—

1. On the Oral side.

- (a) Training and practice in connected talking.
- (b) Exercises in voice, articulation, pronunciation.

- (c) Exercises on common errors of speech.
- (d) Exercises in building up a vocabulary.
- 2. On the Written side.
 - (a) Training and practice in written composition.
 - (b) Exercises in technicalities of written work, including spelling.

Now I am not presuming to dictate such an English program to the teachers of Missouri. I have not specifically included grammar. You may take exception to this, and I shall be inclined to agree with you that the teaching of grammar is not valueless from the language point of view. I have not specially included literature, either, and yet I should acknowledge immediately the advantage that comes from a correlation here. For reasons that I haven't time to go into, however, neither grammar nor literature has been included specifically in the above outline. On this or other scores, the outline may not suit you. That doesn't matter. If you don't accept this one, get another. But get one. Agree on one. Let there be unanimity of view-point in any one school-system, at least, as to the relative importance of the different phases of the language task. And let there be the relative amount of time spent on the different phases of the language task that their relative importance demands. To be specific. You are undoubtedly teaching Oral English in your schools. But are you giving to exercises in voice, articulation, pronunciation, inflection and so on, the amount of time that their importance demands? When pupils write, the unforgivable sins are bad sentence structure, grammatical errors, and mis-spelled words, and most of us teachers of English pay considerable attention to all of these matters. Now when pupils talk, there are unforgivable sins also. The most glaring of these is indistinct, slovenly vocalization. Do we give systematic attention to the correction of this from grade 1 to grade 8? I'm afraid we do not. Yet it must be remembered that while the average man writes only very occasionally, his spoken English is being passed upon by his fellow-men every day of his life, and largely upon the basis of this test alone he is adjudged worthy of being admitted to the company of educated people. Isn't it as important from an English point of view that a man should sound his "ngs" as that he should know a grammatical rule? Isn't it just as important that he should know how to pronounce words commonly mis-pronounced as to know how to spell words commonly mis-spelled? If we have lists of the latter to be drilled on year after year, can't we have lists of the former too? The American voice has long been criticised, and it is undoubtedly too much to expect that teachers can find time to change the unlovely quality of voice so many times encountered in their pupils. That would mean a special course in voice training, which, however desirable for its result, is regrettably beyond our scope. But teachers can insist that pupils open their mouths and sound final syllables and consonants. Teachers can, by persistent drill on words commonly mis-pronounced or half-pronounced, do a great deal toward purifying the quality of the child's speech. Teachers can, by keeping eternally at it, abolish the "school-room tone" and other such monstrosities. Things like this can be done, and teachers of English should handle these things not sporadically, haphazardly, but everlastingly, systematically, week after week, year after year, appreciating that they are just about as important as English grammar, for instance, and that accordingly they should be yielded just about as much time in the English program of the elementary schools.

Again, take the topic "Common grammatical errors." I don't know what you people are doing in Missouri. But I'm quite sure that in all too many places definite systematic language games and drills find too little place in the language program. Professor Charters and others have shown that, as a matter of actual fact, the number of grammatical errors committed by school-children is rather surprisingly small. If this be so, then why is it that our elementary school graduates talk so ungrammatically? I'm afraid it's because that business of eliminating grammatical errors has not been given all the systematic attention that it deserves. It is true we generally give systematic attention to the teaching of English grammar. But common errors of speech are not readily corrected thru the medium of lessons in grammar. Certain rather subtle phases of correct speech are doubtless best understood and mastered only after the grammar of the mother tongue or of a foreign language

has been taught. But this doesn't apply to the kind of ungrammatical speech indulged in by the average boy. He may know as he knows the batting averages in the Big League that the verb and its subject must agree in number. For all that he serenely says "they was," when he's talking on the street. No, the truth of the matter is that good English is a habit, and like all habits, it can be secured only thru constant practice in the use of correct language forms. This means that teachers must not content themselves with correcting these errors causally as they are heard in recitation. They must not think that the task is done when they have drilled on such popular combinations as "shall and will," "sit and set," "lie and lay," etc. They must not postpone the attack on language errors until formal work in technical grammar is introduced. They must on the contrary begin the language games and drills on the day that the child enters school, and let up only on graduation day. This means that they must devote enough time to this phase of language work to make sure that this particular job is done well. And when all is said or done, that's just the point I'm trying to make. I can't pretend to tell you what point phases of work you should handle in the time devoted to English. But I can suggest that after you have agreed on this, you should give more time to those phases of the work that are relatively important, and less time to those phases that are relatively unimportant. Correct, clean-cut speech falls most decidedly in the former category.

The next point that I wish to bring out is that English teaching will be very much less vague, and accordingly much more effective if teachers in every grade have clearly in mind just **how much** they are expected to do. So far we have been saying in a general way that a course in English should include certain particular phases of language work and exclude others. We have indicated broadly the scope or range of this course, and set certain limitations upon it. It becomes necessary, however, to ask now a few pointed questions right here. Just how much are we to expect, in the way of accomplishment from a pupil graduating from the Elementary School? What standard of attainment can we reasonably expect from the grammar school graduate? What are the things, put concretely, that the pupil must know, and conversely, what are the mistakes he must not commit? What, in brief, should be the aim of a Course in English for the Elementary Schools?

I am going to digress for a few minutes right here to say that, in my opinion, any inefficiency that may characterize our teaching—and this applies to all subjects—is due in large measure to the fact that only recently have we begun to set up for ourselves measures, clearly defined aims—objectives;—goals. Until recently our objective in the teaching of spelling was, vaguely enough, to teach spelling. Just how much spelling, just what kind of spelling no one seemed to bother about. We went on serenely teaching thousands of words in the spelling period, and pupils continued serenely to mis-spell dozens of words—usually the same dozens—every time they sat down to write. Then some one figured out that things would be very much better if the objective could be more clearly defined, if the target could be made a bull's eye instead of a barn-door. And everyone appreciates how much more effectively we teach spelling to-day, simply because, as the result of concrete investigations we have come to see that whatever spelling vocabulary we may teach, we must teach, and teach again until they are taught those words that children ordinarily use when they sit down to write.

Now we must do, in the case of other Elementary School studies, what we have done in the case of spelling. We must give some very intelligent thought to the matter of clearly defining their aims or objectives and then we must so change our school-practice as to enable us to attain those aims in the most economical way. Why do we teach Art in the Schools? The intelligent answer would seem to be for the purpose of turning out graduates who are artistic. Yet our methods would seem to indicate that we care only about teaching children to draw, and beyond that we allow them to be as inartistic as they please. Why do we teach History in the Schools? Anyone who ruminates on the present-day state of the world would say that in a democracy the facts of history are worth while, only in so far they serve as the medium for inculcating in children those ideas and ideals, those understandings and those points

of view which will tend to give us in the next generation, citizens to whom we may safely intrust a democracy. I dare say that you and I could agree on this. Yet too often in the history lesson, we teach facts for the sake of the facts themselves, acting unconsciously, I suppose, on the old worn-out theory that it is our business as teachers to impart knowledge. And our Civics, which, if it means anything, should surely mean the teaching of citizenship—sometimes that is ignored almost entirely, because we can't find the time in the crowded day. Why do we teach penmanship in the schools? Obviously it's to train children in those habits insisted on in the writing period that will enable a child to write easily and well. Yet how often we find good habits insisted on in the writing period, and any kind of habits at all allowed during other periods when children write. Why in fact do we teach any of the school subjects? What are the objectives in those subjects, the targets we should aim to hit, the standards of achievement we should attempt to approximate. I'm afraid we haven't them in mind, clearly, definitely. And because we haven't them in mind we too often hit beside the mark. The only way to get anything at all in this world is to know clearly in your mind what you want, why you want it, and to know how to go after it without waste motion, or loss of time. This only way too effectively is to know exactly what you aim to do, why you aim to do it, and why you are using certain special methods to bring it to pass. "What am I doing? Why am I doing it? Why I am doing it in just this way?" If teachers would ask themselves these questions daily we should have more effective teaching all along the line, because our aims would soon become clearly defined, and our methods more economical than they now are.

But to get back to English. What should be the aim of English teaching in the Elementary Schools? I don't pretend to be able to give the final answer to this important question. But I submit for your consideration the following: Aims for a Course of Study in English for the Elementary Schools.

1. To graduate pupils able to talk or recite for a few minutes in an interesting way, using clean-cut sentences, and good enunciation.
2. To graduate pupils able to write an interesting page of clean-cut sentences, unmarked by mis-spelled words and by common grammatical errors.

Now I don't intimate that someone else couldn't set up objectives for English work just as good as these. And so I don't feel called upon especially to defend these. But there are a few things that I might well say by way of elucidation.

In the first place, the requirements as laid down don't call for more in the way of accomplishments than can reasonably be expected. That's been the trouble in the main with the ordinary Course of Study, until quite recently. Made by specialists, as a rule, they have demanded more from children, than a teacher could ever get from any but the very cleverest children, and as a result we have come to the content with a 70 per cent standard of attainment all along the line. Now in language, as in all school subjects, we must hark back to the essentials. There are many things that we should teach if we can. There are few things that we must teach. We must graduate pupils, from Elementary Schools it seems to me, able to talk and write as above set down. These requirements may seem somewhat arbitrary. They may not seem to tell the whole story. As a matter of fact, we might well expect teachers to do more with the great majority of pupils in the grades. But teachers most decidedly should not do less, because these aims suggested are so reasonable that any reasonably efficient group of elementary teachers may face the proposition of attaining them with a smile. Then too, they are definite. They mean something. Training pupils to talk with good enunciation—that is a definite thing, a very much needed thing, a thing that can be worked on systematically from grade 1 to grade 8. Training pupils to use clean-cut sentences in their speech and on written page—that too, is a definite thing, a thing much to be desired, a thing that can be drilled on from Grade I to Grade VIII. The elimination of words commonly mis-spelled, the elimination of gross grammatical errors both in speech and in writing—these likewise are things that a teacher can do, simply because they are such concrete things that when a teacher is called upon to do them, she knows just what the task is. And so on, the requirements set up, we may well say are reasonable and definite—except in

one particular. Teachers are asked to secure "interesting" English. The term "interesting" is certainly open to the charge of indefiniteness, and at the risk of becoming wordy, I am going off on a tangent for a moment or two, to talk about "interesting" English and how it may be secured in a school.

Someone has said very wisely speaking of the teaching of English that "there's all the difference in the world between having to say something, and having something to say." I think we say that right there lies all the difference between uninteresting and interesting English work in the schools. We can't expect, of course, that all children, or many of them—will ever be able to write English glowing with those purple patches that mark the born stylist. We are justified, however, in expecting from the great majority now and then themes characterized by those subtle touches that mark them as original and different. And our expectations will be realized, it seems to me, if the teacher in her attempt to secure interesting results bears three things in mind:

1. That she must select or have selected good subjects.
2. That she must constantly read good models.
3. That the class must have frequent practice in writing short themes.

The three points noted are all important, but I venture to say that the first is the most important of the three. What is a good subject? I can answer that in a negative way by saying that too many of the subjects ordinarily assigned are poor. Take such a popular topic as "How I Spent My Last Vacation." It is absolutely impossible for a child to make of this anything more than a bare catalogue of events—first I did this, then I did that, and so on—the finished product being a flat woodeny conglomeration of unrelated incidents, any one of which might have furnished much better material for the infusion of that personal touch that lends interest and vitality to a theme. Again "Our Picnic at the Park"—a subject like this is altogether too expansive a theme to be treated satisfactorily by a child within the limits of a single page. Try it yourself and see. You can't do it. You can't do it because a subject of this kind is too large, too indefinite, a good many times too impersonal to cause you to want to write about it at all. Real language teaching, it must be remembered, is that kind which aims to stimulate self-expression, the expression of one's own experiences, one's own ways of looking at things. There are teachers who believe honestly that boys and girls have no such experiences, thoughts, feelings, views. And there are pupils, too, hundreds of them, who sit and chew their pencils in the composition periods, thinking that they know absolutely nothing worth writing about. This is all wrong. Children's lives are crowded with incidents; they have plenty of experiences, ideas, and opinions which they can express with effect, given the proper stimulation. From their life at home, in the streets, in school, from their sports amusements, duties, tasks; from the things they have heard and seen and felt and done; from all these may be drawn an almost endless variety of subjects, full of the breath of life and the actuality of experience. The pupil must be led to appreciate the fact that he has lived thru such experiences. He must realize that, actually he has "something to say" and the teacher must establish such an atmosphere that he will have a real desire to communicate this something, the same desire that enables him to talk so freely when on the street or at home. To stimulate in this way, to establish such an atmosphere, to ferret out the topics of interest from what seems the commonplace of the child's daily existence—this is a part of the teacher's work that requires all her ingenuity. But the thought spent in thus making conditions right before-hand will be more than repaid in the quality of the results secured. Children will never write interestingly if they hate the task. From time immemorial children have hated the task of writing, because they could see no particular purpose in it. And they have seen no purpose in it, largely because the subjects written about have had so little in the way of personal appeal. "How I Spent My Last Vacation," "The War," "A Week's Enjoyment," "A Long Trip," "Liberty Bond." Subjects like these are too large, too indefinite, too pointless to call forth anything but dull, uninspired results. But "When My Mother Calls (Get Up)," "On the Lake in a Leaky Boat," "Hired, Tired, Fired;" subjects like these are definite, brief, pointed, and each one calls up a single thought or experience which may be handled, even by a child, with something approaching dramatic unity. Subjects like these latter make for interesting English. Other factors enter in.

of course. But if I were to give just one bit of advice to a young teacher in this matter of securing **interesting** English, I should say, "Give thought to your subjects; the secret is largely there."

And now to return to the subjects of Aims. We have been talking about the absolute necessity of setting up clearly defined aims for the Elementary Course as a whole, and I have attempted to suggest, with a few explanatory remarks, what might be regarded as program of aims that teachers might reasonably be expected to accomplish. I have no more to say on this score. I think I have said enough to prove that some definite aims, either these or others, must be set up, if the vagueness of purpose that now characterizes so much of our work in English is to be wiped away. But I am going on to say that our work is only half-done, if we stop here. It is all very well to state, ever so definitely, how much the Elementary School is expected to accomplish in English teaching. But what about the teacher in any one grade? The fourth-grade teacher, how much is she supposed to do? The sixth-grade teacher, how much is she supposed to do? The first-grade teacher—in just what measure should she contribute to the entire task of teaching English in the Elementary School? What, in fact is the particular and special task of any one teacher in a graded system, viewed as a special phase of the aim of the Course as a whole or in a rural school?

There has been in the past a good deal of haziness right here. I have questioned dozens of teachers during the past half-dozen years with a view of finding out the measure of definiteness existing in their minds as to the aim and scope of their task as distinguished from the aim and scope of the task in grades immediately above or below. I have had very vague answers. It is quite true that the 4th grade teacher can be found drilling endlessly on simple quotations, or stock contractions, or "shall and will," or what not in the line of technicalities, while the sixth grade teacher drills endlessly on broken quotations, or comma in words in a series, or "to, too, and two," or what not, likewise in the line of technicalities. But these are technicalities only,—some of them mighty unimportant technicalities, and they constitute not the real essence, but the mere bones only of English teaching. A differentiation in the handling of these doesn't imply any real differentiation of aim. For a real differentiation of aim from grade to grade would mean that each teacher had in mind the aim of the Course as a whole that she was heading toward a realization of that aim, and that in doing so she had set up very specific aims of her own which had been formulated with reference to the capacity of the pupil in her particular grade. To be specific. A course of study aims, let us say, really to teach the "Sentence sense," among other things, in the course of the eight years of the Elementary School. Then the teacher of Grade 1 should make the first beginnings in securing the sentence-sense by gently insisting that her infants talk in sentences. She will never mention the word "sentence," of course. But by skillful steering and guiding, she will bring it to pass that before the end of the year her children, instead of stringing thoughts together breathlessly with the well-known "and's" and "but's" and "so's," will be delivering themselves of two or three short statements instead. These statements will be crude and choppy, no doubt. But they'll be satisfactory in that they indicate that the ground-work will be laid for further progress ahead. The second teacher takes up the task then and begins to strengthen the sentence-sense. She, too, insists on the elimination of the "and's" and "but's" and "so's" and passes the children on after the work of the year, a little bit better grounded in the rudiments of the "sentence-sense." By the time grade 5 or 6 is reached, pupils have been made ready for what might be called sentence-betterment. Thru the study of models they are led to see how the use of phrases and clauses can smoothe out the crudeness and choppiness of earlier efforts, and they are encouraged to try for easy transitions as a step toward fluency. In this and succeeding grades, still working on the sentence-sense, they begin to appreciate the value of transposed and inverted sentences in giving variety; they **sense** the fact that in speaking and writing short sentences hurry while long ones linger; they begin to get the effect that comes from a skillful balancing of sentences, short and long. In a word they are made ready by the time the eighth grade is reached for some instruction in that very

elusive thing called **style**. And when the eighth grade teacher has succeeded in giving a glimpse of this, the aim of the course has been accomplished, in so far as work with sentences is concerned. Now how has this been brought about? Simply by having each teacher know in the first place what the finished product is supposed to be, and know in the second place just what she is supposed to do in order to help produce that product. In plain English, it simply means that each teacher knows at all times just what her task is, not only with regard to the development of the sentence-sense, which I have just illustrated, but with regard also to all the other constituents, whatever they may be, that go to make up the English program. This sounds almost foolishly simple. It is simple. But it isn't foolish, as every English supervisor knows.

The third and last point that I wish to make is that further vagueness would be eliminated from the language task, if teachers would make an intelligent use of **Standards**. Now ordinarily when the term "standards" is mentioned in an educational discussion, or when one speaks of "standardization" there comes to one's mind the thought of something that is just a bit forbidding, a something that has been devised for the purpose of putting considerable extra work on teachers, with results that may or may not be worth while.

Let me make haste to say that the scheme of standardization that I propose is a very simple one indeed. I like to think of a standard in English as a sample, just a sample. When a new kind of breakfast food or a new cocoa or a new kind of shoe-polish is being put on the market, the best way to advertise it is not to try to explain to the public all about the wonderful qualities of one of the other of these things. The best plan is to have a window in a store and say to the public "come in and try a sample." The same idea, it seems to me, can be applied to the teaching of English. It is understood, let us say, by all the 6th grade teachers in a system that their aims are so and so. They are supposed to teach their children how to produce English results that embody and illustrate those aims. Very well. Now suppose these 6th grade teachers, or a committee of them, should set to work to find sample compositions written by the children that might be called reasonably good, viewed as illustrations of the successful accomplishments of 6th grade aims. It would then be no difficult task at all to select from those that are reasonably good, one, two, or three, compositions that seem best to illustrate what might reasonably be expected from 6th grade pupils in the way of English. These selections could then be very well set up as grade standards, and 6th grade teachers throughout the system would have something thru which from time to time they might measure the results of their English teaching.

Now I know that this suggestion has a dangerous side. A teacher who will use a standard as something to be too slavishly imitated will be apt to get results in the way of English most beautifully inane. The obvious reflection, of course, is that a teacher who would do that, would probably make a botch of teaching English, anyway. I'd like very much to talk a bit about this matter of standards. But I'm going to make just one other point, and then I'm done. The use of an English standard in the school-room, from the child's point of view, is one of the first examples of motivation that I know of. Imagine, for instance, in a rural ungraded school, the standard for all the different grades pinned on the board. The teacher has discussed every point in them with her pupils. The one lonely youngster in grade II knows what kind of English he must write in order to be classified as a bonafide grade II pupil. He knows that if he mis-spells common words pretty badly, or if he doesn't begin every sentence with a capital, or (in oral work) if he interlards his recitation with and's, but's and so's—he's apt to be adjudged fit only for the companion of the little kids in grade I. But as rural schools are run, it's very easy for him to find out what are the requirements for grade III. And when you get to grade III you're a big fellow. So there's the motivation constantly working, the incentive constantly before him and before everyone in the room. The matter of writing compositions isn't a matter of doing something, the purpose of which is rather vague. It's a very purposeful thing indeed, because a fellow knows what he's supposed to do, and knows what it should look like, when done. What better bit of motivation could a teacher desire?

PROCEEDINGS AND ADDRESSES—DEPARTMENT SESSIONS

DEPARTMENT OF AGRICULTURE.

Chairman, C. R. Jaccard, Troy.

Secretary, Seth Babcock, Cape Girardeau.

Friday afternoon, November 16th, Northeast High School, Room 418, 2 o'clock.

In the absence of Chairman Jaccard, Secretary Babcock called the meeting to order.

Mr. Babcock discussed "High School Agriculture."

The Round-table on the Teaching of Agriculture was conducted by J. H. Gehrs of the Department of Agriculture, Warrensburg Normal School.

C. B. Gentry of Springfield discussed "High School Agriculture."

Laboratory Equipment for Agriculture was the subject of a paper by C. H. Belting of Maryville.

The following officers were elected for 1918:

Chairman, J. H. Gehrs, Cape Girardeau.

Vice-Chairman, C. B. Gentry, Springfield.

Secretary, Alfonso Gorrel, Butler.

No further business appearing the meeting adjourned.

SETH BABCOCK, Secretary, Cape Girardeau.

TEACHING AGRICULTURE.

By John H. Gehrs, Professor of Agriculture, Normal School, Cape Girardeau.

The teaching of agriculture involves at least three things, namely:—

(1) The preparation of the teacher.

(2) The course of study.

(3) The things in the course of study that are to be emphasized.

These are the three introductory points I want to discuss.

I. The teaching of agriculture, more than almost any other course, demands sound academic scholarship, because we are dealing directly with the farmer, who knows much agriculture from a practical standpoint. The pupils who finish town high schools are not familiar with farm processes and farm life. When they teach rural schools it is very important that the theoretical side of agriculture which they learned is sound and thorough. Somewhat similar conditions prevail in high schools, for the teachers, in face of this world war, are going to be women, who were reared and educated in the town and city schools. Last year (1916-1917) there were four hundred eighty-four high schools in Missouri teaching agriculture; out of this number there were four hundred thirty-four men and fifty women teachers. It was a fortunate thing that there were so many schools in which men were teaching agriculture, for agriculture is a man subject, as much so as home economics is a woman's subject. Under the prevailing conditions we must depend upon women to do the major work of teaching agriculture. This is already rapidly becoming the prevailing condition.

What shall be the scholastic preparation of teachers of agriculture? In the first place the general preparation of any teacher should be from two to four years of training beyond that of the pupils he teaches. Rural school teachers should be high school graduates; high school teachers have the equivalent of a Bachelor's Degree; and teachers of college students should have a Master's Degree or better.

The specific preparation to teach agriculture in the rural school should include a year's work in agriculture in a first class high school plus two terms work (five hours) in a standard college class in agriculture; the high school teacher of agriculture should have at least twelve and one-half to fifteen hours of college work in agriculture, distributed about as follows: Soils, $2\frac{1}{2}$ hours, Crops 5 hours, Animal Husbandry 5 hours, Horticulture $2\frac{1}{2}$ hours, Farm Management $2\frac{1}{2}$ hours. The teachers in Normal schools of agriculture should have had ten to fifteen hours more work in agriculture than our state superintendent proposes as a minimum qualification of teachers doing work in proposed high schools under the Smith Hughes Bill, namely, (thirty hours required by Smith Hughes Bill) forty-five hours in agriculture, and fifteen in education plus two years of farm experience.

The question arises, where are these people teaching in rural, high, and normal schools to secure their agricultural preparation? The rural school teachers may secure theirs in the rural schools, high schools and Normal school; the high school teachers theirs likewise and at the Normal schools and the University. The teachers of agriculture in the Normal schools should get their agricultural training in like manner and at a College of Agriculture. I am glad to say that the teachers of agriculture in the Normal schools have attended Colleges of Agriculture, not in Europe but in the Mississippi Valley where the best Agricultural Colleges are found.

The second qualification or property of a teacher of agriculture is enthusiasm for the subject.

The third and last quality of a teacher of agriculture, I shall mention, altho there are others, is an inquisitiveness on the part of the teacher to know more. He is forever a student of his own subject and is also keeping up an interest in the broad stream of life. He reads the bulletins, books and other publications along his own line, but he is also reading some things outside of his own line of work. Reading ever makes a full man. He should write an article occasionally. Write it according to the best principles of English, organization, coherence and unity, with an introduction, body and a conclusion. Writing makes an accurate man, and if you have time give an address occasionally, for speaking makes a fluent man. The old saying, reading makes a full man, writing an accurate man, and speaking a fluent man" is right. These things will keep you in a spirit of inquisitiveness. So much along this line.

Shall we then keep in mind that the first essential of teaching agriculture is the teachers' qualification? And that this should include, proper academic scholarship, an abundance of enthusiasm, and a searching and researching inquisitiveness.

II. In teaching agriculture the teacher must know the course of study. These courses of study for elementary, high schools, and Normal schools, I am going to briefly outline.

The rural schools of Missouri devote one and one-half years to agriculture, namely in the seventh and first half of the eighth grade. This outline may be as follows, and the number of days devoted to recitation work, pupils giving reports and number of laboratory days be as indicated:—

Number of Days Devoted to Different Topics—7th Gr. Agr. 1917

	First Quarter	Pupils	No.		Re Lab ex-
	tion	giving	Lab.		ports ercises
	Recita-	Rep'ts.	Days		
	Days				
Wheat	4	1	4	Horticulture—	
Corn	6	2	4	Plant Propagation	5 2 4
Oats	2		2	Veg. Gardening	4 2 6
Red Clover	2		2	Fr. Production	4 2 6
Soybeans	2		2	The Wood Lat	2 0 2
Cowpeas	2		2		
Alfalfa	2		2	Totals	15 6 18
Pastures	2		2	Choosing a Farm	4 1 4
				Planning a Farm	2 1 4
Second Quarter				Farm Bookkeeping	2 1 4
Feeds and Feeding	2	1	2	Farm Labor	4 2 4
The Horse	3	1	2	Relation of Animal	
Beef Cattle	4	2	2	Husbandry to Perma-	
Swine	4		2	nent Agriculture	3 1 2
Sheep	5	3	2	Totals	15 6 18
Third Quarter					
Nature of Soils	3		2		
Structure of Soils	3		2		
Soil Water	3		2		
Plant Food	3		2		
Losses of Plant Food	3		2		
Improvement of Soils	3		2		
Barnyard Manures	3		2		
Commercial Fertilizers	3		2		
Fourth Quarter					
Dairying	8	4	8		
Poultry	8	2	6		
Totals	80	16	61		

The high school course in agriculture may be as follows: One year's Course.

Farm Crops	-	-	-	-	8-9 weeks
Animal Husbandry	-	-	-	-	10-12 weeks
Soils	-	-	-	-	8-9 weeks
Vegetable Gardening	-	-	-	-	2 weeks
Fruit Production	-	-	-	-	2 weeks
Farm Management	-	-	-	-	3-6 weeks
					33-40 weeks

So much on the courses of study in agriculture.

III. The third point involved in the teaching of agriculture that I wish to discuss is what things in the course are to be emphasized? There are three things that deserve especial mention, namely; factors affecting production, preservation of things when produced, and their use. (Discussion omitted).

IV. Summary:—

The teaching of agriculture involves at least three things, namely:—

1.—Preparation of the teacher. (a) Scholarship. (b) Enthusiastic. (c) Inquisitive.

2.—Must know course of study. (a) Rural school. (b) High school. (c) Normal school.

3. Must know what Things to Emphasize. (a) Factors affecting production. (b) Proper preservation of things produced. (c) And third their proper use.

These are a few of the things that should be stressed in the "Teaching of Agriculture."

DEPARTMENT OF LIBRARIES.

Chairman, Jesse Cunningham, St. Joseph.

Vice-Chairman, Lewis M. Dougan, St. Louis.

Secretary, Miss Leeson Cook, Warrensburg.

The meeting was held in room 202 Northeast High School, Thursday, 15 November, 1917, at 2:00 P. M.

Mr. Cunningham of St. Joseph called the meeting to order. The chairman made a few introductory remarks and called on Mr. Wright of Kansas City Public Library for his paper and discussion of the topics: "Books for home reading for grade and high school pupils." Mr. Wright's talk was rather informal and was followed by comment and discussion by both librarians and teachers.

The chairman appointed Mr. Wright chairman of the nominating committee. The committee of three met and reported the following nominations:

Chairman, Dr. Arthur E. Bostwick, St. Louis.

Vice-Chairman, Mr. Jesse Cunningham, St. Joseph.

Secretary, Mr. C. E. Wells, Maryville.

The report was accepted.

Motion for adjournment was made and carried.

JESSE CUNNINGHAM, Chairman, St. Joseph.
LEESON HAY COOK, Secretary, Warrensburg.

DEPARTMENT OF MISSOURI FOLKLORE SOCIETY.

President, Miss Mary A. Owen, St. Joseph.

First Vice-President, Miss Jennie M. C. Jones, St. Louis.

Second Vice-President, Miss Lucy R. Laws, Columbia.

Third Vice-President, Mrs. Eva W. Case, Kansas City.

Fourth Vice-President, Mrs. Ida E. Schaaf, St. Mary's.

Secretary, H. M. Belden, Columbia.

The Missouri Folk-Lore Society had no formal program this year. Mrs. Eva W. Case, Vice-President for Kansas City, presided. Mrs. Robert Bass sang some of the household songs of the early days in Jackson County, and Mrs. Nellie McCoy Harris presented reminiscences of the songs, sayings, and customs of the negroes before the Civil War. General discussion followed. The secretary made a report on the proposed plan for the publication of Missouri folk-lore as a Memoir of the American Folk-Lore Society, and discussed briefly some recent and forthcoming publications of folk-song. It was voted that the officers for the current year hold over until the next meeting. The meeting then adjourned.

H. M. BELDEN, Sec. Mo. Folk-Lore Society, Columbia.

DEPARTMENT OF KINDERGARTEN PRIMARY TEACHING.

Chairman, Miss Stella Yowell, Springfield.

Vice-Chairman, Miss Minnie Newman, Cape Girardeau.

Secretary, Miss Patience Hocker, Kansas City.

The meeting was called to order by the Chairman, Miss Stella Yowell of Springfield at 2 o'clock, November 15, 1917, in the small gymnasium of Northeast High School, Kansas City.

Miss Ella Victoria Dobbs of Columbia spoke on the purpose of the National Council of Primary Education, and announced the usual luncheon to be held Friday noon at the Coates House for all members of the Council and all persons interested in primary teaching.

Mrs. Mary Drake, Primary Teacher at the Scarritt School, Kansas City, read a paper on "Constructive Activities of the Primary-Kindergarten."

Miss Vivian Evans, Primary Teacher at the Karnes School, Kansas City, discussed "Playful Activities of the Primary-Kindergarten."

At this time, the room became so crowded, and so many were seeking admittance, that the Chairman found it necessary to adjourn the meeting, until a larger room was found. The meeting was again called to order in the dining room.

Miss T. C. Gecks, Primary Supervisor, St. Louis, and Miss Frances Burris, Primary Supervisor at St. Joseph, spoke on the subject, "Providing for Silent Reading in the Primary Grades."

Miss Mary Dysart of Columbia, and Miss Doris Pruess of Springfield discussed "Emphasizing Oral Composition in the Primary Grades."

The Nominating Committee, Miss Winhorst of St. Louis, Miss Serl of Kansas City, Miss Hinton of Springfield, announced the following officers for the coming year:

Miss Frances Burris of St. Joseph, Chairman.

Miss Alice Shallcross of St. Louis, Vice-Chairman.

Miss Mary Dysart of Columbia, Secretary.

MISS STELLA YOWELL, Chairman, Springfield.
PATIENCE HOCKER, Secretary, Kansas City.

PROVIDING FOR SILENT READING IN THE PRIMARY GRADES.

By Atlantic Brown, Springfield.

In the primary grades silent reading is very essential, for it is through reading, and principally silent reading, that we acquire knowledge of the thoughts and achievements of others. Ability to read enables one, not only to learn of the thoughts and discoveries of the past, but it keeps one in touch with the progress of the world at the present time. Also that one must find the beauties and values of literature for its gives the richest thought, the choicest language, and the noblest sentiment of all ages.

Psychologists are saying, teach a thing in the way that it is going to be used, which is to say prepare the child, not only to live now but in the future.

I do not know how many of you people heard Superintendent Dressel in his discussion of silent reading at the N. E. A. last February. It was not my pleasure to hear him but it has been my pleasure to read his article many times, especially, since I found out that I was to be on this programme, in this discussion of silent reading.

He said, "It is a mistake to consider occasional exercises in silent reading with now and then a test for thought, as furnishing sufficient training in this process. Nor is it enough to introduce this mode of reading in the middle and upper grades. The training should begin with reading. In all the training and teaching to read, the teacher should first be assured that the thought is comprehended before she allows the child to try to express the thought in oral reading, and this thought getting should be through silent reading. It is a natural way and appeals to the child. The pupil may be trained in this form of reading from the very first lesson and the training should continue daily." Thought getting was perhaps incidentally developed by the old process, but incidental teaching is often accidental and hence fatal.

One of the best means of providing for silent reading in primary grades is by means of games and blackboard work. As a child's life is largely made up of action, action sentences may well be introduced in the process of learning to read. Dr. Jacobi has said, "That to study words before things tends to impress the mind with a fatal belief of their superior importance." But hop, or run, or jump, when written on the blackboard and the action indicated by

the word is performed by the child, the child is not studying words before things or ideas, for the word means more to him than J-U-M-P. For is not he thought getting when he gets the idea from the word?

Many games can be played by the children recognizing and obeying the directions that are written on the board.

Dramatization may provide an excellent means for silent reading. Take for instance the old story of, "Johnny Cake," with such questions as these written on the board. Would you like to play Johnny Cake? Who do you think would make a good Johnny Cake? What kind of a person should the fox be? Do you think the children would be thought getting when they read these directions?

In our own system from the first grade on we have set aside a period in our daily programme that is devoted to silent reading. This does not mean that this is the only silent that we provide. One means of providing for and has proved a means of encouraging silent reading, has been what we call our odd reader sets.

From various sources many sample books were collected and placed in this set, the principals and teachers contributing largely. The children may bring in books of their own but of course they will have to pass the board of censorship, namely the teachers or we may get undesirable material.

After a sufficient number of books have been collected, enough for each child in the class to have one, then they can be given out merely as seat work without a definite assignment as to what they shall read.

At one time they can be given out and a definite assignment made. For instance in the second grade, before the books are given out to the children, the teacher puts a slip of paper in each book which helps the child to find an animal story, holiday story, or fairy story in his book. Two or three thought questions that could be used in connection with any animal story, any holiday story, or any fairy story may be written on the board to aid the child in the study of his own particular story. For instance how many animals were there in your story? What did they do? What happened? What kind act did the fairy do in your story? Whom did she help? Do the girls and boys in your story spend their holidays like we do? In this way responsibility is placed on the child for the reading of the story. Naturally he does his best work. Quite often a child asks to tell a story that he has read out of his reader or to represent it by means of pictures on the board or paper, to the other children. Dramatization of the stories are enjoyed by all. In this way children express the thoughts in their own simple language and are not held responsible for every word in the story. Do you remember every word in a story that you have read or do you remember the story? Children are often able to read twenty books through in one year. This shows us that the child has learned to love reading as he loves play and that he has been reading to learn and not especially learning to read.

Now if we can establish a love of reading in the hearts of the children, that will equal this our work as teachers will not have been in vain. And in after years the young people will agree with an old master who has aptly said, "If the crowns of all the kingdoms of the empire were laid down at my feet in exchange for my books and my love of reading I would spurn them all."

PLAYFUL ACTIVITIES OF THE PRIMARY KINDERGARTEN

By Vivian Evans, Karnes School, Kansas City.

Disagreement as to the value of play has come from a lack of understanding as to the real meaning of the term, itself.

Work and play are identical in original nature. The work of primitive man is child's play to-day. In play, the activity is enjoyed for its own sake. It satisfies some inner need. Free, immediate attention is given. Much energy is used with very little fatigue. In drudgery, no real need is felt and

the activity is engaged in only for the product. The forced attention results in fatigue because it is divided. No provision for initiative is made here as in free play. Work lies between these two extremes. Its immediate results are of more value than those of play and the attention is more of the derived type. It differs from drudgery because the process is more pleasing and the attention is often of the free, spontaneous type.

One vital aspect of play is the child's duplication or interpretation of the life about him. Here, he creates as an artist, with the equipment at hand. This sort of play is the learning process.

We have come to know that a child should learn more by experiment, by the "trial and error" method. He should continue to learn as he learned to walk—by falling down. Thus the school would become a laboratory where little children in natural play would learn by experimenting in the life of this little democracy. The teacher would become a director of play only and would not impose her personality and methods upon the child. She would direct her efforts toward the ordering and simplifying of the environment and not toward what the child should do within this environment. This interpretation of environment is play.

The child must be given the appliances for the expression of his interpretation—toys, which will stimulate him to make others like them. A work bench, tools, "Hill" blocks, dolls, and doll drama material are also of great value as well as paper, crayon, clay, scissors, etc. Movable tables and chairs solve problems of needed floor space.

As the child passed out of the individualistic period, he groups himself with others in duplicating the trades, occupations, and industries in the life about him, and, thus, provision is made for his entrance into the social world. This comes naturally in the play and need not be forced. Out of this playful activity, arises the natural need for language, number, reading, etc.

By this work, it is not meant that children should always do as they please regardless of others, nor is it sanctioned that they run wild. In play they all react upon each other for the common good. Play is not advocated as a complete substitute for real "lessons." There will be need for these, too, but in so far as it is practical, should we not make as great use as possible of the play spirit in education in order that the children may develop a healthy, happy outlook on life as they grow into the world's work through the play world where they begin their infancy?

• PROVIDING FOR SILENT READING IN THE PRIMARY GRADES.

By Miss Frances A. Burris, St. Joseph.

It is only recently that we have awakened to the need and possibilities of silent reading in the primary grades, and up to the present time we have made only a beginning in solving the problems that confront us as we attempt to meet the need. Heretofore, we have emphasized oral reading, in spite of the fact that few of us are ever called upon to read aloud.

In nearly all of our primary rooms we have what we call occupation tables; on these tables are building blocks of various sizes small printing outfits, construction paper, scissors, paste, clay and a few books; the purpose of these materials is to furnish free activity and self-direction on the part of the children. When a child finishes some assigned work, he is free to choose materials and out of them create something in which he is vitally interested. But this kind of occupation did not appeal to all the children. We discovered that many preferred books and that the few books supplied to each table were not enough to meet the demand. But how were we to get them? There was no fund available, but the following plan helped secure a small library for nearly every primary room. Every child in a primary grade was invited to donate one or more books which he had read and enjoyed.

The most difficult part of the problem is, to provide material simple enough for first grade. Owing to the meaningless subject matter of most primers, devised chiefly for formal drill in phonics, and neglecting all appeal to the children's interests, it was at first almost impossible to find enough suitable material, but the old-time primer is gradually being replaced by new ones containing interesting experiences of child life. For our first grade B silent reading we are using the children's classics—Mother Goose Jingles and Rhymes and here we have found a beginning with no phonetic drills to disturb us.

The printed page, hitherto, so strange and mysterious, becomes intelligible and with the guidance of an understanding teacher, the child is able to enjoy other rhymes and stories. Another way to start silent reading is by writing a short sentence upon the board,—a sentence that will direct a certain child, his name being used in the sentence, to perform some act, such as handing some one a book, or closing the door,—any simple act. As the child's ability to read develops, the material for silent reading may become slightly more complex. He may be given a short story to read and then tell it to the other children.

Another plan for silent reading was tried in a second grade where there were a few good readers, several of medium ability and some very poor ones. Each child in the class was given a different book and allowed to read to the class or tell them what he had read silently.

Writing on the blackboard, directions for a number game is another means of stimulating interest in silent reading.

Every day when the children come into their room before the regular session is called, they have free access to the books on the occupation table and enjoy a few minutes of silent reading. They also have free use of supplementary readers.

A standardized silent reading test in speed and quality was given last year. Here we received a real awakening. The quality of the reading was tested by the answering of questions dealing with the content of the story.

In conclusion, we may say that there is no one right way to teach reading; instead, there are many right ways, each one dependent on the immediate purpose. Silent reading should be begun early in the grades and continued throughout the school course. It should seek speed, accuracy and concentration and can be acquired only through persistent, intelligent and well-directed practice. We ought not expect to master the mechanics of reading in a week or a year; rather should we expect slow progress and find encouragement in slight gains. This problem may be solved by any teacher who will never give up short of success, no matter how slow to learn he finds his pupils.

ORAL EXPRESSION IN THE PRIMARY GRADE.

By Miss Mary Dysart, Jefferson School, Columbia.

In the early part of the year, a language lesson in a primary grade is a very indefinite period. So interdependent is this subject with reading, writing and storytelling that I do not know whether to say we have no language period, or to call it all language. Like morals, this subject should be taught upon all occasions.

The children come to us with habits of speech quite firmly fixed, and the influence of school secondary to that of home and companions. The teacher must establish such friendly relations that her pupils may be led to talk freely and without restraint. It is only by hearing them talk that she can plan exercises to meet their need, supply their deficiencies, and make school the controlling agency in the language situation. Habits of expression will grow and soon the teacher will be able to step into the background of conversation and direct her efforts to the gentle suppression of the voluble and

to the encouragement of the quiet ones until they gain something of fluency.

Rambling and incoherency should be checked from the first. Faults peculiar to the individual should be discussed with each alone and correction confirmed by example and by use of games and stories. The teacher should note mistakes in pupil's conversation and later select games or stories to suit her particular need. Drill in this way until the ear is trained to recognize the correct sound. The cure for incorrect speech is oral repetition of the correct form until the ear becomes more accustomed to the correct than to the incorrect expression.

Corrections should be made incidentally and in a quiet way, though there is, sometimes, occasion for very expressive speech on the part of the teacher. Little Virginia, aged five, came home one day in a very disturbed frame of mind. "I don't like kindergarten. I don't like Miss Jean or anything!" "You don't like Miss Jean? Why, what can be the matter?" "I don't like her—she talked just awful to me." "Miss Jean talked awful to you? What did she say?" "She said, 'Vir—ginia!'" "That is bad. What did you do to cause her to speak so to you?" "Well, she said, 'All be seated'." One little boy didn't sit down, so I just pushed him down?"

The story hour is the primary teacher's opportunity. There should be no hint of instruction. Fill the child's mind with the meaning of the story. Arouse clear thought with its accompanying feeling, then develop power to communicate that thought and feeling. Teach the pupil that he must have something to say and then say it so clearly and forcibly that it will take hold of another mind. First lead him to think and then to express himself as beautifully as may be. Definite thought and direct expression are inseparable.

Reproduction work is especially good when it solves some problem or answers some troublesome question, as "Tell us how the little pig saved himself from the old wolf." Or, "Did Epaminondas remember what his Mammy had told him? Tell us that part." Insist on clear enunciation and distinct articulation. Assembly work is a strong incentive towards good delivery and the appreciation of a musical voice.

Last of all, I would urge every primary teacher to cultivate a literary language. Store the young mind with treasures of poetry and prose for the establishment of high ideals. Many beautiful gems may be taught in songs. There is certain joy of recognition when these old friends are met in the literature of later years. Thus lessons in oral languages result in, not only correct speech, but the formation of literary taste. This means that the foundation must be carefully laid. A systematic series of daily oral exercises should be planned, each to have a definite purpose. Ability in expression is not greatly influenced in a single lesson. The young mind requires special training each day.

DEPARTMENT OF MISSOURI PARENT-TEACHERS' ASSOCIATION.

Chairman, Mrs. J. B. McBride, Springfield.

Secretary, Mrs. A. P. Travers, Sedalia.

Meeting called to order on Thursday afternoon, November 15th, 2:00 o'clock, N. E. High School, Room 208-209. In the absence of Mrs. Travers, Miss Lydia Montgomery of Sedalia acted as Secretary.

The following program was given:

"Work of the National Congress of Mothers," Mrs. E. R. Weeks, Kansas City.

"Dr. Claxton's Message to Parent-Teachers' Associations," Mrs. J. H. Sheldon, State President.

"What the Parent-Teacher Association May Legitimately do for the Public School," Supt. John W. Withers, St. Louis.

"What the Parent-Teacher Association can do for the Teachers," Miss Estelle Hinton, State Normal School, Springfield.

"Some Vital Work Every Parent-Teacher Association Should do this Year," Miss Ella Victoria Dobbs, State University of Missouri, Columbia.

"Value of the Parent-Teacher Association to the Community," Dr. W. T. Nadal, Pres. Drury College.

"In What Way Does the Success of the Parent-Teacher Association Rest With the Teacher?" Round Table Discussion, Assistant Supt. George Platt Knox, St. Louis; Supt. Hale, Monett; Supt. Banks, Kirksville; Supt. Thomas, Springfield, and others.

The following officers were elected for 1918:

Chairman, Ella V. Dobbs, Columbia.

Vice-Chairman, Mrs. J. B. McBride, Springfield.

Secretary, Lydia D. Montgomery, Sedalia.

No further business appearing the meeting adjourned.

LYDIA MONTGOMERY, Acting Secretary, Sedalia.

SOME VITAL WORK EVERY PARENT-TEACHER ASSOCIATION SHOULD DO THIS YEAR.

By Miss Ella Victoria Dobbs, Columbia.

The Congress of Mothers and Parent-Teacher Associations stands for child welfare in home, school, church, and state. In the effort to realize this end, our clubs work along two definite lines. First, we study of the laws of child development and the conditions which help and hinder the best progress. Second, each club endeavors to improve the conditions surrounding the children in the immediate community. The first is theory and the second is practice. Theory and practice should go hand in hand and often we learn the theory thru practice. But in many cases there is so much practical work to be done that it frequently happens that a club becomes so engrossed in providing a better library, or play pound apparatus, or serving hot lunches, and in other ways providing for the material welfare of the children that the spiritual welfare is neglected. And yet we know that it is the spirit which counts most. "As a man, or a child, thinketh in his heart so is he." We have changed the three R's. to the three H's, but the training of the heart must keep pace with the training of the head and hand or we shall come to the same state in which Germany now finds herself—a condition of scientific barbarism, in which all the arts of science lend themselves only to inhuman devices for murder and cruelty.

We are in the midst of a terrible war. Our blood is chilled one day by the report of some horror which we find it hard to believe and the next day it becomes a common place in comparison with some new satanic development. We adults measure all these events by the standards of high ideals of human rights and privileges—ideals which we had fondly dreamed would soon dominate the world, ideals which have developed thru a generation comparatively free from warlike sights and sounds. But what of the children whose ideals are now being formed? We talk of bombing towns, and shooting at sunrise, and of thousands dead or maimed. We cannot spare the children for these impressions but what ideals are they forming? Are they learning to hate Germany or to love liberty, as they play war games? Are guns and bayonets and cannon as familiar pictures to them, developing a blood-thirsty desire to be soldiers and shoot, or are the soldier's courage and steadfastness to duty taking a deeper hold on their young hearts than the grim implements of war? These are questions which every mother and teacher must face. The responsibility for the right answer rests upon us.

No amount of energy devoted to the material welfare of the children will excuse us if we fail in this mighty obligation.

In every time of emergency and disaster the children suffer. It is our duty as an organization to see to it that in this instance they are spared as

far as possible. We must not make them pay the debt of the war, in lowered ideals and lost opportunities. The coming days will make unusual demands upon the coming citizens. We must learn our lesson of the importance of preparedness—preparedness for peace, as well as preparedness for war.

We must work as we never worked before for better school conditions instead of postponing our improvements till after the war. We must encourage every endeavor for patriotic education and service, such as the Junior Red Cross, and the Thrift Stamp drive.

But above and thru all of these endeavors we must bend all our energies to keep the right ideals in the lead. Not mere hoarding in the name of thrift, but wise economy and generous giving; not mere doing because it is the popular thing, but real patriotic service; not the clamor and sternness of war only, but the high ideals of liberty and justice to all humanity which have made our part in this war necessary and which must bring victory to those ideals. These are the vital problems to which every Mothers Club and Parent-Teacher Association should give first attention this year.

DEPARTMENT OF SECONDARY SCHOOLS

Chairman, J. C. Harmon, Moberly.

Vice-Chairman, Martha Letts, Sedalia.

Secretary, Earl J. VanHorne, Sikeston.

The Department of Secondary Schools of the State Teachers' Association met in room 308 Northeast High School, Kansas City, Thursday afternoon, November 15th at 2:00 P. M. The Secretary, Mr. Van Horne, being absent, the minutes of last year's meeting were not read. The teachers preferred to go directly to the program which was given as follows:

Supt. J. Will Pierce of West Plains, gave a report on "The Teaching Cost of Instruction in High Schools." Mr. Pierce had worked out tables showing the teaching cost of the different subjects in numerous High Schools in Missouri. The report showed some interesting things in the way of the cost of teaching different subjects. Perhaps the greatest value one received from this paper was the feeling that he should study his own system and see where the money is being spent.

Supt. B. M. Little of Lexington, read a paper on "Vocational Guidance." Mr. Little discussed the subject in a general way sighting numerous references and gave some things that I thought worth while in helping to direct the child's education.

Mr. Felix Rothchild, of Kirksville, followed Mr. Little with a report on how he is working out the problem of Vocational Guidance in the Kirksville High School. Mr. Rothchild's report was interesting indeed and showed that he is doing valuable things in helping the Kirksville High School students think along lines of their future work.

Supt. Guy H. Capps, of Bolivar, read a paper on "High School Credit for Bible Study." Mr. Capps gave a short historical sketch of his subject and then discussed some plans that are being followed in Missouri Schools.

Mr. H. O. Severance could not attend the meeting as he was actively engaged in the Red Cross Drive at that time. Mr. Beswick of Jefferson City, was to read the paper prepared by Mr. Severance but because of the lateness of the hour the meeting voted to adjourn and read the report by Mr. Severance when it appears in bulletin form.

The teachers showed great interest in the reports that were given and an unusually large crowd remained through the entire program.

The following officers were elected for 1918:

Chairman, V. A. Davis, St. Joseph.

Vice-Chairman, Robt. M. Magee, Maryville.

Secretary, Nellie Mack, Clayton.

No further business appearing the meeting adjourned.

J. C. HARMON, Chairman, Moberly.

MISSOURI SOCIETY OF TEACHERS OF MATHEMATICS AND SCIENCE.

General Meeting.

President, F. W. Urban, Warrensburg.

Secretary, L. D. Ames, Columbia.

Treasurer, A. J. Schwartz, St. Louis.

Meeting called to order by the Chairman 1:30 Friday afternoon, November 16th, N. E. High School, Room 306.

The following general officers were elected for 1918:

President, O. M. Stewart, Columbia.

Secretary, P. F. Finkel, Springfield.

Treasurer, A. J. Schwartz, St. Louis.

No further business appearing the meeting adjourned.

L. D. AMES, Secretary, Columbia.

Mathematics Division.

Vice-President, R. A. Wells, Parkville.

Secretary, Miss Zoe Ferguson, St. Joseph.

Meeting called to order by Vice-President Wells.

The following were appointed a committee on nomination of officers: Miss Perkins, Miss Montgomery, and Mr. Morse. This Committee nominated the following officers for 1918 which were duly elected:

Vice-President, W. A. Luby, Kansas City.

Secretary, Miss Eula Weeks, St. Louis.

Miss Katherine Helwig of the Maryville Normal School read a paper on "De Nauay's Curve of Cicatrization."

Miss Mattie Montgomery, of Sedalia gave a paper on "Unified Mathematics for Secondary Schools."

A talk on Logarithms and the Slide Rule in High School Mathematics, Miss Zoe Ferguson, St. Joseph.

Principal T. W. Jackson, of Fulton read a paper on "Pleasantry and Mathematics."

Superintendent M. B. Vaughan, of Montgomery City discussed "Mathematical History."

No further business appearing the meeting adjourned.

ZOE FERGUSON, Secretary, St. Joseph.

Science Division.

Vice-President, H. G. Parker, Liberty.

Secretary, A. Harness, Cape Girardeau.

Friday afternoon, November 17th, 2:00 o'clock.

The meeting was called to order by Prof. H. G. Parker, Chairman, who made a few very interesting remarks introducing the general topic for consideration, viz. the Teaching of Science in Missouri High Schools. J. E. Wildish, chairman of the committee appointed for that purpose, reported, giving a tabulation of interesting and important data relative to the conditions of science instruction in Missouri High Schools. The general conclusions of the report were that the sequence of science courses is in a condition of chaos, and that the science requirement in the high schools is too low. The teachers present engaged in general roundtable discussion of the various phases of the subject. Following the discussion, the following motion was adopted: This body requests its committee on science instruction to urge the office of the State Superintendent of Schools to take steps necessary to make science instruction in the grades more general and more thoro, and also to make a minimum of three units of science for graduation from first class high schools in Missouri under such restrictions and regulations as the State Superintendent might see fit to make.

Motion was carried that the chairman appoint a commission on science instruction, the commission to consist of four members so constituted that one member shall retire each year. The chair asked time to make the appointments.

Prof. H. L. Roberts, Cape Girardeau, was elected chairman, and Miss Loula Van Newman, Kansas City, was elected secretary for 1918.

The section was favored with a very interesting talk by Prof. W. L. Eikenberry of the University of Kansas. His subject was General Science and Its Place in the Curriculum.

At the close of the meeting Prof. H. G. Parker discussed a very unique method of presenting chemistry so as to increase the efficiency and interest in beginning chemistry.

W. J. BRAY, Secretary, Protem.

UNIFIED MATHEMATICS FOR SECONDARY SCHOOLS.

By Miss Mattie Montgomery, High School, Sedalia.

We ask this question, "What is Unified Mathematics?"

Unified mathematics is the fusion of arithmetic, algebra, geometry, and trigonometry. It is that arrangement and organization of mathematics which enables the work of the first high-school year to connect smoothly and strongly with eighth-grade work through both mensuration and general number, rather than with one of these subjects in the first year, and the other subject in the second year.

"First-Year Mathematics" thus becomes a continuation and an outgrowth of these two arithmetical topics; and, without losing hold on geometrical notions already begun, it develops the customary topics of first-year algebra well into quadratics. Toward the close of the first year geometrical ideas are reviewed and considerable preliminary geometrical work is done.

Then "Second-Year Mathematics" begins with some constructive and inductive geometry, and passes rapidly to demonstrative geometry, employing for a time the half-experimental method of superposition. By the employment of algebraic notation and by the continued application of the equation to geometrical matters, the hold on algebra is kept firm until the opportunity arises to develop with profit other algebraic topics, such as a completion of methods of solution of the quadratic equation, a discussion of the roots, and the use of inequalities in the solution of indeterminate equations. In the second year, therefore, the algebraic ground already gained is not only held, but is extended at least as far as is customary with the algebra before the third year. The quadratic equation is used from time to time throughout the second year. All of plane geometry is taught with sufficient fulness. Thus, the first-year mathematics may be styled algebra with associated arithmetic and geometry, and the second-year mathematics may be styled geometry with associated algebra, solid geometry, and trigonometry.

"Third-Year Mathematics" is devoted to the study of algebra, trigonometry, and solid geometry. Algebra and trigonometry are closely correlated. By the end of the third year the student has had as much algebra as is ordinarily given in one and half years, and complete courses in trigonometry and in solid geometry.

The fourth year is devoted to the study of the theory of equations, series, analytical geometry, and the fundamental ideas of the calculus. Analytical geometry and many of the topics of algebra are closely correlated, and the notions of the calculus are introduced in connection with the study of algebraic equations.

The question is asked, "Why should we have such a reorganization of mathematics?"

Mr. A. Schultze in "The Teaching of Mathematics in Secondary Schools," p. lff., says, "The widespread reform movement for improving the teaching of

mathematics, and the increasing interest of teachers in the pedagogy of the subject, seem to be largely due to a general dissatisfaction with the results of mathematical instruction. For, in spite of our pedagogic progress, in spite of the strenuous efforts of the teachers, these results are in general unsatisfactory. Although the apparent results as measured by examinations are often excellent, they are usually not lasting. Students fail to grasp the spirit of the subject, and are often utterly unable to apply their knowledge to advanced work or to practical problems. All who have had an opportunity to test the true mathematical training of the average student a short time after his graduation agree that this training is exceedingly slight."

Mr. Parker, in "Methods of Teaching in High-Schools," brings out the idea that the cause of this is because the traditional courses are organized in terms of the subject and not in terms of the learner. He does not believe in making the child suffer in order that the subject may not suffer. This organization is very nicely described by Mr. Moore, in the President's Address before the American Mathematical Society. He says, "Engineers tell us that in the schools algebra is taught in one water-tight compartment, geometry in another, and physics in another, and the student learns to appreciate (if ever) only very late the absolutely close connection between these different subjects, and then if he credits the fraternity of teachers with knowing the closeness of this relation, he blames them most heartily for their unaccountable way of teaching them."

Mr. C. Eben Strongquest, Professor of Mathematics, University of Wyoming, in "The Wyoming School Journal" says, "The mathematical courses have usually been arranged in 'water-tight' compartments ('air-tight' probably expresses it better), which has required that each course be completed before the next is commenced. This should be altered so that, as far as possible, first, the easier topics be studied before the more difficult, and secondly, the different topics come at a time when best adapted to the pupil's experience."

According to Mr. Parker's idea this organization of mathematics in terms of the learner instead of in terms of the subject itself is one of the most vital issues before high-school teachers at the present time. And, it is being actively considered, especially in the case of first-year mathematics.

Mr. Parker, in "Methods of Teaching in High-Schools," p. 80, says, "The elimination of high-school pupils is partially due to the organization of courses. This problem is becoming especially important in connection with the work of students in the first-year of high school. The recently ascertained facts about the elimination of students from school are partially responsible for the interest in the problem. Statistics show that a large proportion of grammar-school pupils are willing to go to high-school, but something they experience in the first year tends to discourage them and they drop out."

"One of the principal factors in this discouragement is that the material in the various subjects is not selected or arranged in such a way as to be adapted to the students' interests. Consider a typical first-year high-school curriculum of the traditional type from the point of a vigorous, ambitious student interested in American life of the twentieth century; a foreign language (ancient or modern) which bears no relation to his out-of-door life, probably taught by a dry and uninteresting grammar-translation method; algebra, a formal juggling of symbols, a mathematical mental gymnastics, equally remote from his out-of-school life; possibly botany or physiography taught as pure sciences without reference to their practical applications; rhetoric and English composition; perhaps some gymnastics and music, taught in such a way that many of the pupils consider them 'mild forms of punishment'. The wonder is that as many pupils stay as do. Many who would be discouraged as far as any intellectual or practical profit is concerned stay because they are attracted by the social life or the prestige that attaches to high school graduation."

Statistics show that the traditional teaching of mathematics is responsible for more withdrawals and failures than any other subject. Dr. Judd says,

"Mathematics must be recognized as one of the most difficult subjects in the high-school course." On page 18, in "Psychology of High-School Subjects" he gives a table as evidence in support of this statement. It shows in a vivid way the withdrawals and failures in eleven suburban high schools surrounding Chicago and it reveals a condition which is doubtless typical.

As we are mathematics teachers and are interested in the subject, allow me to quote that part of the table which pertains to mathematics, it is as follows: Algebra I, pupils enrolled, 914; pupils withdrawn, 118; pupils failed, 167; percentage withdrawn, 12.9; percentage failed, 17.2; total loss, 30.1%. Algebra II, pupils enrolled, 386; pupils withdrawn, 54; pupils failed, 44; percentage withdrawn, 14.0; percentage failed, 11.4; total loss, 25.4%.

Plane geometry, pupils enrolled, 397; pupils withdrawn, 61; pupils failed, 74; percentage withdrawn, 15.4; percentage failed, 18.6; total loss, 34%.

Solid geometry, pupils enrolled, 74; pupils withdrawn, 7; pupils failed, 4; percentage withdrawn, 9.5; percentage failed, 5.4; total loss, 14.9%.

Trigonometry, pupils enrolled, 73; pupils withdrawn, 7; pupils failed, 3; percentage withdrawn, 9.6; percentage failed, 4.1; total loss, 13.7%.

Dr. Judd goes on to say that the table given above shows that the mental processes which the mathematics teacher aims to call out are less likely to be called out successfully in the average student than are most of the mental processes with which the high school deals.

The conviction that the teaching of mathematics is greatly in need of reform, seems to be almost general; and only when it comes to a discussion of the causes of the evil, and the remedies that should be applied, does a great diversity of opinion appear.

"Mathematics has outlived its usefulness as a subject of secondary school instruction."—"It is too remote from life to interest the student."—"There is no such thing as mental discipline, hence mathematics teaching has no value," etc. Such are the arguments proposed by men who dislike mathematics, who possibly never had a full understanding of the nature of the subject, and who consequently wish to replace it by some of their pet subjects, such as economics or psychology.

"It is all the fault of the teachers who do not carry out the excellent plans of their superiors, and who do not make students work enough," is an opinion occasionally expressed by school superintendents and principals.

"School mathematics must be made more rigorous," argues a—fortunately decreasing—group of teachers. "If the fundamental notion of limits and incommensurable numbers were taught in a scientific manner, and the slipshod method of assuming things that can be proved were discontinued, then every grade would understand mathematics, and we would no longer hear that $\sqrt{a^2+b^2}$ equals $a+b$."

But aside from these laymen or "hobby-riding enthusiasts," nearly all teachers of mathematics try to find remedies for the present unsatisfactory conditions and a cure for them.

Following the clue of the difficulty of mathematics, we find striking evidences on all sides that mathematicians have been trying to make their subject easier. The algebra text-book of to-day is a less difficult text than was the book of twenty years ago. Furthermore not only have the individual courses been reduced to a minimum, but the requirement of mathematics for graduation and admission to college has been steadily reduced. All these facts bear eloquent testimony to the difficulty of the mathematical modes of thought for the average student.

The problem of adapting the instruction to the needs, interests, or capacities of the students has been discussed and experimented with most vigorously in the case of mathematics. And all indications make it clear that the change in the high school curriculum which began with the introduction of new subjects will not come to an end until many changes have been made in the traditional subjects.

Over against the conservatism of some teachers is to be set the vigorous movement within all subjects to fit them effectively to the needs of the students. The interest of today is in supervised study, in better modes of help-

ing students to think, in economy of human energy and enthusiasm. This means inevitably a reworking of the subjects taught in the schools. It is the opportunity of this generation of teachers to work out the changes that are needed to make courses more productive for mental life and growth.

Shall we as mathematics teachers make the most of the opportunity offered to us, or shall we be classed with the obstinate and conservative and continue to close the door of education to more than one-fourth of our pupils?

This is a vital question, and we find it has not been solved by simplifying the individual courses and reducing them to a minimum. Therefore, we must look for the solution of this problem in another way. This new way is supported by the leading educators of our country. For, as Mr. Schultze puts it, they recognize, "That we have to deal here not with a local, but with a constitutional disease, and that only an analysis of the general causes that are responsible for the failure of our schools to attain their highest efficiency can shed any light upon the problem."

In the movement toward the reconstruction of mathematics in America the most energetic experimentation has centered in the University of Chicago under the leadership of E. H. Moore, head of the mathematics department. And out of this experimentation has grown what is known as the unification, fusion, or mixing of various parts of mathematics. This is the second phase of the reconstruction of the teaching of mathematics so as to adapt it to the needs and interests of the students, and is expressed in the following quotation from an article by Professor D. E. Smith on "The Teaching of Mathematics in the Secondary Schools of the United States," p. 210.

"There is another influence that is bound strongly to mold the future, and that is the study of practical psychology. Teachers are asking why the human mind should be asked to comprehend certain exceedingly abstract principles of geometry before the much easier parts of trigonometry are mastered; why the intricacies of advanced algebra are required before the simpler parts of the calculus are presented; and why, in general, there should be the conventional and accidental barriers maintained between algebra and geometry, and geometry and trigonometry, and the calculus.

Dr. Judd in his discussion "Mathematical Subject Matter in Need of Re-grading," in "Psychology of High-School Subjects" p. 131, says, "Both algebra and geometry contain simple and complex principles. There is no reason why the simpler principles of both branches of mathematics should not be recognized as more suitable for beginning students than an exclusive diet of either algebra or geometry." The conclusion that one or the other is harder or easier when the two subjects are taken as wholes is unfortunate. The experience of schools does not justify the statements of specialists that algebra is easier than geometry. The fact is that some parts of one are hard for beginners and other parts are simple. The best arrangement of subjects would be to bring together all the simpler mathematical principles and lead up from these to the complex problems in both fields."

And again we quote from T. Percy Nunn, Professor of Education in the University of London, in "The Teaching of Algebra" p. 19f., "Both algebra and trigonometry would gain by fusion; the former through an added variety and richness in the illustrations of its main themes, the latter by the removal of the excessive formalism which at present obscures its value and interest for the beginner—In arguing for the assimilation of trigonometry in the algebra course, we are arguing against the artificial separation between problems which must in any case be attacked in a similar spirit and with similar weapons."

In reorganizing the subject of secondary mathematics, the Department of Mathematics in the University of Chicago High School has kept in mind the student before every thing else. About three-fourths of all registrations in the school are for the course in mathematics, although only one year of this subject is required.

The series of correlated-mathematics texts by Mr. Breslich is the best example of the endeavor to carry out the suggestions contained in the foregoing quotations, and is based upon thirteen years of continuous classroom experience in teaching mathematics by this method, during which time the

author and his colleagues have had the best opportunity to watch the difficulty of students and teachers, thus making it possible to produce a series of books adapted to the needs of the average class. He says the students enjoy correlated mathematics.

Although the method is new, no inexperienced teacher need be afraid to use these books, because Mr. Breslich in writing his books seems to have kept in mind the inexperienced teacher. In fact, pupils find that they can easily read the books themselves. This was found to be the case in a number of instances when pupils were absent for several weeks. On returning, they were able to go on with the class, because they had "kept up" with the class, reading and studying at home.

Some may say that unified mathematics will not prepare for college entrance examinations. Each year a number of students from the University of Chicago High School take entrance examinations. Many of the girls go to women's colleges. Among the students who have received recommendations of the department of examinations, there have been no failures for the last six years. The University High School has kept a careful record of all students who have gone out to other schools and colleges. The requirements of the College Entrance Examination Board are fulfilled in the middle of the third year. Thus, we see this objection cannot be justified.

It also introduces the simple principles of algebra, geometry, and trigonometry in the introductory course, and in this way the students make the acquaintance of all three of these subjects. While the traditional treatment introduces them to but one, and because they make the acquaintance of but one of these subjects during the first year, many students fail to get an insight into secondary mathematics. They become discouraged and drop out of school.

Let us read a section from "The Editorial Preface" written by Messrs E. H. Moore, G. W. Myers, and Charles H. Judd, in "First-Year Mathematics," by Ernest R. Breslich, p. Vllf., it gives a vivid picture of the conditions as these men find them. The section is as follows; "During the process of reform, mathematics has changed perhaps less than any other subject. The text books in algebra have modified but little their list of topics or their mode of exposition. Most of the later books introduce graphs and have graded their problems better and have omitted some of the intricacies which were included a generation ago. These improvements are welcome but insufficient, and if algebra has been conservative, what words should one find to describe Euclidean Geometry! Most teachers of mathematics continue to indict themselves by failing abnormally large percentages of their students; and, what is more, the extreme conservatives among these teachers regard it as a virtue that they do not bring their students to a passing level. It is useless to argue with a teacher who puts on the student body the blame when 25 per cent of them are unable to profit by contact with himself. Such a teacher has no insight into the social relations of which he is a part; he is absorbed in subject-matter or in some other considerations remote from real school life. He fails to realize the significant historical fact that the time has passed when the chief duty of the teacher is to eliminate students."

Hence, "Correlation is urged, not because it is a new method, but because it is a method which has not been used to the extent which its value demands. It is urged because it meets the two-fold aim of all education—the acquirement of knowledge, and the acquirement of skill to use the knowledge."

Thus we are facing a situation which must be solved, if mathematics is to remain as one of the required courses in the high-school curriculum.

Mr. J. W. A. Young, of the University of Chicago, in "The Teaching of Mathematics," p. 183, has summed up the situation in the following: "We have (in America) a conspicuous and easy reform to make that the other countries have long since accomplished, namely simultaneous instruction in algebra and geometry.—I know no published defense of the traditional procedure, but still the older order, which finds no defenders in theory, persists in practice.—The time is ripe for single schools, acting independently, to rearrange their curriculum in mathematics. The change can be made within

the mathematical work alone without disturbing the algebra and geometry at the outset and carrying them side by side through the first two years. The reasons for the failure to make the improvement seem to be those of inertia, of conservatism, rather than a conviction that the change proposed is good or that the customary order is better."

In conclusion let us summarize the gains of the unified mathematics over the traditional treatment: (1) The arrangement is such that the student distinguishes between the essential and the less important. (2) The student receives a broader mathematical foundation. (3) The program is richer in content. (4) Progress is continuous, there are no plateaus of learning. (5) Whatever is learned is kept available. (6) Create interest and motivates the work. (7) It teaches the unity of mathematics. (8) The teacher will receive new suggestions as to methods of teaching.

MISSOURI SCHOOL PEACE LEAGUE.

President, Louis Theilmann, New Madrid.

Secretary-Treasurer, Mrs. J. M. Greenwood, Kansas City.

Vice-Presidents: John R. Kirk, Kirksville; W. H. Black, Marshall; W. S. Dearmont, Cape Girardeau; R. F. Nichols, California; J. A. Koontz, Joplin.

No program was given by the Missouri School Peace League this year at Kansas City. President Theilmann made the following statement: Owing to the fact that everyone should now think only of a successful war on the part of our country, the Missouri School Peace League will have no program this year. The officers will hold over until Peace has been declared and it is again proper to have literary peace programs. Many of our members have gone to the training camps and the trenches and the rest of us will support them in thought, word and act to the limit of our ability.—Louis Theilmann.

DEPARTMENT OF HOUSEHOLD ARTS AND SCIENCE.

Chairman, Miss Josephine Casey, Kansas City.

Secretary, Miss Ethel Ronzone, Columbia.

Meeting called to order by the chairman, Miss Casey, Thursday afternoon, at 2:00 o'clock, November 15th, N. E. High School. In the absence of the Secretary, Miss Ida M. Shilling, of Kansas City, was appointed acting secretary.

The following program was given:

"Saving of Wheat Through the Use of Wheat Substituted" by Miss Beulah Jackson, Westport High School, Kansas City.

"Conservation of Facts," by Miss Bess Naylor, Kirksville State Normal.

"Conservation of Meat" by Miss Nina Streeter, Warrensburg Normal School.

"Conservation of Clothing" by Mrs. J. O. McVey, Kansas City.

Minutes of the former meeting were read and approved.

Treasurer's report was read and accepted.

A discussion as to the advisability of raising the dues from 25c to 50c occurred and that these dues should be collected if not before the date of the meeting, at the time and that each person should be allowed to enter both meetings. The motion was carried.

Owing to the fact that the nominating committee had not been appointed the officers were elected by the Association. The following officers were elected:

Chairman, Miss Hettie Anthony, Maryville Normal School, Maryville.

Vice-Chairman, Miss Richardson, St. Louis.

Secretary, Miss Ida M. Shilling, Kansas City.

Treasurer, Miss Anna Jensen, St. Joseph.

Counsellor to National Meeting, Miss Wilsie, Kansas City.

Each teacher was asked to register at this meeting and notify Secretary if there is a change in address.

No further business appearing the meeting adjourned.

The Friday Program was as follows:

"How the Schools May Receive Federal Aid for Home Making Courses," by Supt. Uel W. Lamkin, Jefferson City.

"Conservation," by Mr. J. L. McBrien, U. S. Bureau of Education, Washington, D. C.

"The Textile Situation from a Commercial Standpoint," by Miss Spaulding, Taylor and Company, Kansas City.

"How the Textile Situation can be Met Thru the Clothing Courses in the Schools," by Miss Hettie Anthony, Maryville Normal.

Motion was made that the Association of Household Arts and Science send a message by Mr. McBrien to Mr. Hoover, that he has the support of the Association in his Food Conservation work. It was carried.

No further business appearing the meeting adjourned to go to the dinner and mixer for the Applied Arts and Science at the Y. W. C. A. at 6:00 p. m.
IDA M. SHILLING, Acting Secretary, Kansas City.

THE CONSERVATION OF FATS.

(Summary of Talk made at State Teachers' Association, November, 1917.)

By Bess M. Naylor, Kirksville Normal School.

Need for Conservation.

It is necessary that we save more fats than ever this year because we have our own demands for food increased by demands for fats to be used in war industries, and because we must supply our Allies with the fats which they can not secure from other sources.

Fats are valuable in the diet for two important reasons:

(1) They produce $2\frac{1}{4}$ times as much energy as an equal quantity of carbohydrate or protein.

(2) Some fats have in solution a substance which is necessary for growth and repair of tissue.

The foods which furnish these growth determinants are: milk fats, the fat of egg yolk, the leaves of most growing plants that are used for greens or salad, (lower in efficiency); butter substitutes, beef drippings, skim milk and buttermilk.

The fat consumption in different countries before the war was as follows:

United States	— 96 gr daily per person
Great Britain	— 89 " " " "
Germany	— 66 " " " "
France	— 45 " " " "
Russia	— 26 " " " "

We can safely reduce our use of fats 96 gr. to 60 gr. per person daily.

The waste of fats in this country may be conceived when we find that there are 35 to 40 pounds of fat in the average ton of city garbage.

The Use of Fats in Cooking.

Frying fats should retain their original color and flavor, and not smoke when heated to the temperature required for frying. Cottonseed products and corn oil were found to be most efficient in this respect. Solid fat (crisco) was found to be absorbed less extensively than an oil (Wesson oil) in frying.

In batters and doughs the fat may be used almost interchangeably. The popular method of advertising certain fats as 100% pure and hence more efficient than other fats may be misleading. On comparing lard, compounds, and oils in cake-making, their shortening powder was found to be practically the same. Oleo and butter which contain about 20% water have that much less shortening power.

Other oils may be satisfactorily substituted for olive oil in making mayonnaise.

In pastry we may add $\frac{1}{4}$ to $\frac{1}{3}$ cup of solid fat to each cup of flour. If we use oil $\frac{1}{2}$ the quantity of oil will make a pastry of equal tenderness since the oil mixture with the flour allows less gluten to be developed. A similar result could be obtained by using melted fat. Such doughs, however, require more skill in handling.

The Digestibility of Fats.

Fats of high melting point such as mutton fat and beef fat are less thoroly absorbed than are the softer fats such as lard, butter and oils.

Hydrogenated fats—artificially hardened vegetable oils—are not found to be unwholesome because of the agent used in hardening the oil.

Suggestions for Conserving.

1. Increase the dairy products, the egg supply and the green and salad plants in order to assure a diet adequate in growth determinants.
2. Reduce the total consumption of fats $\frac{1}{3}$.
 - (a) Use fewer fried foods.
 - (b) Use no butter in cooking.
 - (c) Use lower proportions of fat in cooked foods.
 - (d) Plan menus which are not too rich in fats.
3. Eliminate waste:
 - (a) Save even the skim milk and buttermilk because of the growth determinants they contain.
 - (b) Do not pour off water in which vegetables such as greens are cooked.
 - (c) Store fats in a cool place, protected from light and free from moisture so they will not become rancid.
 - (d) Sweeten rancid fats by the addition of water and boiling slowly. Allow to cool, remove fat and free from all moisture by heating.
 - (e) Use the hard fats from beef or mutton by mixing them with oil until they are as soft as is desired.
 - (f) Make savory fats from strongly flavored fats by adding sweet herbs to conceal the flavor.
 - (g) Do not serve pieces of fat with meat when you know the family will discard the fat. It may be rendered and used in cooking.
 - (h) Use discarded fats for making soap.
 - (i) Reduce the quantity of soap used in cleaning. Less fat wasted on dishes and pans will mean less soap required to emulsify and remove the fat, and therefore a saving all around.

Sources of Information.

1. Holmes & Lang, "Fats and Their Economical Use in the Home," U. S. Bulletin No. 469.
2. Langworthy & Holmes, "Digestibility of Some Animal Fats," U. S. Bulletin No. 310.
3. Langworthy & Holmes, "Digestibility of Some Vegetable Fats," U. S. Bulletin No. 505.
4. U. S. Food Administration, "Ten Lessons in Food Conservation."
5. Keith, M. Helen, "Vitamines or Life Preservers," "An Adequate Diet," Journal of Home Economics, Dec., 1916.
6. McCollum, E. V., "The Essential Factors in a Successful Diet," N. Y. Medical Journal, April, 1916.

7. Naylor, Bess M., Thesis, U. of Missouri, 1917. "The Use of Fats in Cooking."

8. Editorial, "How and Why we Should Save Fats," Journal of Home Economics, Sept., 1917.

9. "The Relative Nutritive Value of Butter and Oleomargarine," Journal of Home Economics, May, 1917.

DEPARTMENT OF UNIVERSITIES, COLLEGES AND NORMAL SCHOOLS AND JUNIOR COLLEGES.

Chairman, J. A. Thompson, Tarkio.

Secretary, J. M. Wood, Columbia.

Meeting called to order by Chairman Thompson on Thursday afternoon, November 15th, 2 o'clock, N. E. High School.

It was moved, seconded and carried that the minutes of the proceedings be forwarded to the general secretary for printing and not kept by the department.

The following program with the topic "Our Constituency" was given:

1. Dr. J. H. Coursault spoke as representative of the University of Missouri.

2. Dr. E. J. Swift spoke as representative of Washington University. He emphasized close correlation between problems of institutional curriculum and its constituency, saying that its constituency is largely local and that it is a public more than a private institution.

3. Dr. J. E. Hollingsworth discussed the above topics as representative of Missouri Valley College.

4. W. W. Martin of the Cape Girardeau Normal School stated in his discussion that there are two groups of students to be cared for:

1. Teachers.

2. Those interested in higher educational advantages.

He stated that the feeders of the Normal School are primarily the first class high schools. (Sixty-five per cent of Cape Girardeau enrollment are graduates of high schools), and teachers who have gone into teaching before completing the high school courses. He pointed out that the competitors of the normal schools are the colleges and universities and the educational positions offered by trades and other professions. 8,000 students were enrolled in the five normal schools last year and the attendance was largely local, continued Mr. Martin.

5. No representative from Hardin College appeared.

Mr. W. H. Ziegel of Kirksville Normal School called attention to the Junior Colleges as feeders of Normal Schools and pointed out the Normal Schools also become feeders for the graduate school of the University.

President Carrington of Springfield emphasized the necessity for each institution standing for some definite field of work so as to offer peculiar advantages to students desiring that line of work.

Dr. Hollingsworth emphasized the fact that religious leanings must remain neutral in the state control of schools.

Dr. W. A. Clark of Kirksville stated that religion is taught in the State Normal Schools in the same sense as it is in the denominational schools.

The officers for 1918 are as follows:

Chairman, James M. Wood Stephens College, Columbia.

Secretary Byron Cosby, Normal School, Kirksville.

The names of the institutions and their representatives at the meeting are listed below: Cape Girardeau Normal School, W. W. Martin. Marvin College, C. C. Thudium. Culver-Stockton College, Canton, S. B. Laughlin. Maryville Normal School, C. C. Leeson, E. L. Harrington, H. P. Swinehart. William Jewell College, Liberty, J. E. Davis. Warrensburg Normal School, M. B. Harwood, Elizabeth W. Shannon, Burt W. Loomis. Kirksville Normal

School, Eugene Fair, J. W. Heyd, W. J. Bray, Warren Jones, P. O. Selby, W. A. Clark, E. M. Violette, W. H. Zeigel, Byron Cosby. St. Louis University, O. J. Phillips, Bernard J. Otting. Western Ref. and Bond Association, J. I. Billman. Springfield Normal School, Miss M. Prater, Mary E. Davis, Clara R. Schaffer, Sue S. Perkins. Lindenwood College, St. Charles, Miss Josephine McLatchey, Miss Marguerite McCowan, Lucinda de Templin. Cottey College, Nevada, Grace Cramer, Mrs. V. A. C. Stockard. University of Missouri, J. H. Coursault, Palmer College, Albany, E. A. Wathens, Elizabeth Bedford C. H. Allen. Tarkio College, Tarkio, J. A. Thompson. Drury College, Springfield, J. T. Williams. Missouri Christian College, Camden Point, Roy L. Thorp. Rockhurst College, Kansas City. Alfonso M. Schwitalla. High School, Cartersville, Anna Stewart. Washington University, St. Louis, E. J. Swift. Missouri Valley College, Marshall, J. E. Hollingsworth. Stephens College, Columbia, James M. Wood.

No further business appearing the meeting adjourned.

OUR CONSTITUENCY.

By J. H. Coursault, University of Missouri, Columbia.

Our Natural Constituency.—Since the University of Missouri is a public institution supported by the state, its natural constituency is the people of the State of Missouri. In the year 1916-17, students from 111 of the 114 counties of the state and from the City of St. Louis were enrolled in the University of Missouri, the enrollment in the division of the University located at Rollo not being counted. The median number of students enrolled from the counties was 16.

Although the constituency of the University of Missouri is the people of the state, this University attracts to Missouri numerous students from other states and from foreign countries. In the session of 1916-17, there were registered in the University 54 students from Oklahoma, 37 from Illinois, 35 from Arkansas, 20 from Kansas, 18 from Iowa, and varying numbers, amounting to 140 in all, from 33 other states. Twelve students were registered from 8 foreign countries.

On the other hand, the universities of other states have enrolled a number of students from Missouri. The brief time available for preparing this paper precluded the securing of complete data with regard to this matter. Data were secured from the catalogues of the following universities: Columbia, Cornell, Harvard, Illinois, Indiana, Iowa, Michigan, Northwestern, Pennsylvania, Princeton, and Yale. 639 students from Missouri were registered in these 11 universities. 559 of these, including 422 men and 137 women, were undergraduate students; the remaining 80, including 66 men and 14 women, were graduate students. The data desired were not given in the catalogues of the University of Chicago, the University of Kansas, and the University of Wisconsin.

The University of Missouri undertakes to teach not only the students who are matriculated in it, but also to reach through its extension division citizens in all parts of the state.

Our Feeders.—The natural feeders of the University of Missouri are the public high schools, private schools of secondary rank, junior colleges, normal schools, and standard colleges in the Missouri College Union. The fact that the freshman and sophomore years in the University are devoted largely to supplementing the secondary school work of the students while the junior and senior years are devoted mainly to more specialized study, makes easy and natural the transition from the standardized junior college to the junior class in the College of Arts and Science or to the professional schools of the University that require two years of college work for admission. Owing to the differentiation of graduate from undergraduate work, it is easy and natural for students who have completed the four year course of college rank

in a standard college or state normal school to enter the graduate school of the University of Missouri.

Our Competitors.—Education is contagious. So long as a large majority of young people do not go to college, institutions for higher learning in various parts of the state greatly increase the demand for college training. The University of Missouri views its relationship with other institutions of college rank as one of co-operation rather than competition.

Our Undeveloped Possibilities.—Three important undeveloped possibilities may be mentioned: namely, (1) a closer organization of the higher educational forces of the state, (2) a larger graduate school in the University of Missouri, and in any other institution in the state capable of offering extensive graduate work, and (3) an extension of the extra-mural activities of all of the institutions of higher learning in the state.

(1) The Missouri secondary schools, junior colleges, normal schools, and State University are all closely affiliated upon the basis of definite standards with the arrangements necessary for insuring the maintenance of these standards. If the colleges included in the Missouri College Union shared with other educational institutions of the state all the advantages of this close affiliation, higher education in Missouri would be greatly benefited.

(2) The need for highly trained leaders in the social reconstruction which has now begun and will undoubtedly continue for many years is imperative. Graduate work which is necessary to meet this need should be limited to those institutions which have adequate facilities for it and which are in a position to attract a sufficient number of graduate students to place the work on an economical basis for the institution and to secure for the students the great benefit of mutual encouragement, suggestion, and criticism in their work. With five large state normal schools and a goodly number of private colleges sending out each year many students ready for graduate work, adequate provision should be made for holding in the state those students who would otherwise move beyond the borders of Missouri, and for leading other capable students to secure greater preparation for leadership in their respective callings.

(3) True democracy requires intelligent co-operation in the social order on the part of all persons. The social reconstruction which has now begun calls imperatively for greater effort on the part of all higher educational institutions to bear their important responsibility in the work of developing in the people at large the ideals, knowledge, and skill necessary for true democracy.

THE COLLEGE CONSTITUENCY IN MISSOURI.

By J. E. Hollingsworth, Mo. Valley College, Marshall.

[Statistics in this paper are based on an investigation of the register of students in the catalogues of Missouri Valley College (1913-1917), Central College (1916), Drury College (1913), William Jewell College (1915), Tarkio College (1915), Central Wesleyan College (1916); checked and supplemented by tables in the Report of the Commissioner of Education (1916), and the Official Manual of the State of Missouri by Cornelius Roach, Secretary of State (1915-1916). A statistical Survey of Illinois Colleges by Warren Brown (published in March, 1917, by the Council of Church Boards of Education, Chicago) was found extremely helpful for purposes of comparison.]

The State of Missouri has eighteen listed colleges, three universities, and five normal schools. Four of these institutions are exclusively for women, and four for men. Of the universities, the state institution and one other are non-sectarian, and one is Roman Catholic. Two colleges are listed as non-sectarian, one Catholic, and one U. P.; two are Christian, and two M. E. The

Baptists and the M. E. (South) control three each, and the Presbyterians four.

In the string of counties bordering the Missouri river continuously between Kansas City and St. Louis are located all but seven of the state's twenty-one colleges and universities. "Old Muddy" is not merely a great commercial highway; it is the College Avenue of our state. The Coeds of Cameron and the ladies of Hardin would be obliged to pass through only one other county in order to reach the river-bank and see a transport conveyed down the stream. These fourteen institutions and the adjoining counties from which they principally draw their students, represent forty-six per cent of the total state population. Tarkio, Palmer College and Christian University patrol the northern part of the state, while the two southern outposts of Morrisville and Drury are located in the adjacent counties of Polk and Greene. Of our ten largest cities, St. Louis and Springfield only possess the distinction of having nurtured a college or university; the others are feeders.

In the collegiate departments of six of our representative colleges the average attendance is one hundred and sixty-five. Eighty-two per cent of this number come from within the state; thirty-eight per cent from within the county where the college is located. On the average, thirty-two counties are represented in the attendance of a single year at one of our colleges (twenty-eight per cent of them all). In a list of the five outside counties best represented, those adjacent to the county of location stand first. A distant county frequently looms large, or a center like Kansas City, St. Joseph or Sedalia, indicating, probably, a church constituency; an element which figures largely no doubt in the eighteen per cent attendance which our colleges annually draw from outside the state. Our natural constituency is therefore the town and county of location. Our feeders (territorially) are 1. the adjoining counties, 2. the several church constituencies within the state.¹

In the attendance from outside the state, Oklahoma, Kentucky, Kansas and Arkansas—the bordering states—figure most largely.

As to our competitors, of course each college must compete with the similar institution in the adjoining county. But the rivalry among ourselves is friendly and not formidable. Co-operation and co-ordination of forces; the splendid fellowship felt among the delegates to the Missouri College Union, mark the passing of the narrow sectarian spirit of the old regime. One in each five hundred sixty of the total population in Missouri is taking a course in a college or university, and the number attending a university is slightly in excess. These figures apply only to attendance in the regular collegiate and graduate departments of instruction. In the matter of professional and technical courses our colleges can hardly be said to be competing with the normal schools and universities. Here the colleges should ungrudgingly and gracefully acknowledge the superiority of the larger and better-equipped institutions.²

As regards our erstwhile hated arch-competitor, the State University, we are beginning to realize that our sphere of educational activity is only partially the same. Our aim and mission are really distinctive. The denomina-

¹In another sense, the Academy may be said to be a feeder to the college. The average attendance is eighty-five, and it constitutes thirty-four per cent of the combined college and academy attendance. But statistics in reference to the academy of Missouri Valley College (probably representative the country over) show that it is a waning institution, and will in due time be eliminated. It cannot compete in numbers or efficiency with the high school.

²"The fact is undeniable that most denominational schools are denominational only in name so far as the composition of their student body is concerned. A very large majority of the students of leading denominations go to institutions other than those controlled by their church. More students of leading denominations go to the state university than to their own church schools." (Illinois Survey).

tional college represents a different emphasis in education. The two institutions should function together in the state, and not athwart one another's pathway. Their work should be complementary, and not antagonistic in spirit. Our proper sphere of educational activity is the offering of courses which lead to the degree of Bachelor of Arts; our distinctive aim to maintain high standards of collegiate training under Christian influences.

More and more the denominational college is coming to be regarded as the citadel and bulwark of liberal education. In a time of strain and stress, of vacillation from one extreme of educational theory to another our colleges have become the place of refuge for a type of training, a character of sound discipline, which in some quarters was coming to be regarded as almost wholly extinct. They are about the only places where tradition is not mocked. The war is beginning to make men see and appreciate real values in education, as it has in religion. We are beginning to "come to ourselves" in educational theory.

It was not my assigned task to deliver a panegyric on the denominational college. To what extent is the State University the real competitor of the college? The individual spheres of activity are fairly well marked. They are not, and should not be, entirely separate. The state university is supported from the public treasury. In a very real sense it is a public servant, and responsible to the state. Its distinctive purpose is to train the sons and daughters of the state professionally to a higher degree of efficiency—a field where the college with its small faculty and limited income should not assay to enter. Here in the Middle West, where our secondary schools are not yet the most highly developed, and our colleges have many of them not yet passed the pioneer stage, the state university is charged with the standardizing of public instruction. It is the jealous guardian of high efficiency in teaching, and the trainer. By precept and example it must see to it that privately endowed schools and colleges in the state do not slump into mere lethargy, or scorn high intellectual standards.

But the publicly endowed institution must always labor with a stone about its neck. Having a highly trained and efficient faculty it dares not too far outstrip the *status quo* of public sentiment. It cannot glean in distant fields of its own choosing, nor can it stop to test theories behind closed doors. It is conscious of the fact the state will not tolerate the expenditure of large funds in that prerequisite of all real progress in science and civilization, experimental research; the ultimate result of which the people in general cannot perceive or realize. It cannot be our most farsighted leader. Its progress must be slow and cautious, and it must at short intervals stop to educate public sentiment, and secure its permission to proceed.

This is a reasonable demand on the part of the state in the matter of expending public funds. I am only stating that the path of a publicly supported institution is necessarily circumscribed, and beset with difficulties. The comparison with our great privately endowed universities and professional schools, which are unfettered and may pursue independent research, no matter whither it leads or how it results. Between these latter and the clear sunlight and beaten paths where our colleges move, the state university must find its place in the continuous and triumphal march of progress. The college must not halt and refuse to advance, else it will become a mere on-looker, and finally lose sight of this procession. It must follow the lead, imbibe the scientific spirit at its best, and not allow the form or matter of its instruction to become too rigid or stereotyped.

The state university has come to feel, and rightly, that its place in matters intellectual is in advance of the college. It has come to emphasize its professional and technical courses, wherein it trains the state's leaders, and it stresses the phase of instruction with which it is peculiarly charged. For this reason its collegiate department must always remain more or less secondary and preparative. The courses will necessarily be shaped and dominated by those in the higher schools; more or less in flux, and to that extent less liberal, than those offered in a privately endowed college where the atmosphere is not so charged with professionalism. In an institution devoted to the lower forms of instruction only, the student is more likely to calmly

reflect and appreciate the value of certain fundamentals, which in the higher school are commonly regarded as unessential and to be slighted.

And the state university as a unit must remain essentially neutral in regard to religion. That is an emphasis for which public funds cannot be utilized. Not so with the denominational college. It in turn would be recreant to the high duty imposed by its founders and donors if it failed to educate and nurture the spiritual in man. In making its appeal for patronage and support it asks not merely "what do you want," but "what ought you to become?" It seeks out the student from the highways and byways of the community and state, and sympathetically fans the native spark of virtue. It endeavors not merely to stimulate his mental perceptions and enlighten them, but to arouse latent spiritual energy, train him to a consciousness of spiritual values, and refine his spiritual perceptions.

I close with a warning: The college, too, must guard against over-emphasizing the distinctive feature of its mission. It is not a theological seminary nor a mere training school for ministers, proper and essential as these institutions are. The college would perhaps forfeit its right to exist if it failed to maintain high intellectual standards. The members of our gospel teams should be encouraged to lay a broad and firm foundation of intellectual superiority; they should not break the continuity of their college studies by too frequently leaving the halls for active service. In this time of emotional stress and strain we are particularly susceptible to the danger of relaxing our insistence on a high grade of work. Our colleges must increase their endowments, and equip themselves to do their work well. A recent questionnaire among freshmen in the Middle West disclosed the significant fact that when students select colleges outside their own community, they do so because of what they believe to be their educational standing.³

DEPARTMENT OF RURAL SCHOOLS.

Chairman, T. J. Walker, Jefferson City.

Vice-Chairman, G. K. Gilpin, St. Joseph.

Secretary, Miss Lizzie L. White, Nevada.

Meeting called to order on Thursday afternoon November 17 at 2 o'clock by Mr. Walker.

State Superintendent Uel W. Lamkin opened the meeting with an address on "The Possibilities of the Rural High School Under the Smith-Hughes Bill."

A demonstration on Vitalized Agriculture was given by Miss Myrtle Harvey and four of her pupils from Pettis county.

Superintendent Cooper of Nodaway county made an excellent address on the work in Vitalized Agriculture in Nodaway county.

No further business appearing the meeting adjourned.

Friday Afternoon, November 16, 2 O'clock.

Meeting called to order by Mr. Walker.

Dr. J. L. McBrien, rural school specialist, made an excellent address on "The Making of the Rural Teacher."

At 2:45 o'clock Prof. P. J. Holden gave his talk on "Vitalizezd Agriculture."

The following officers were elected for 1918:

Chairman, Bert Cooper, Maryville.

Vice-Chairman, Elizabeth Brainerd, Trenton.

Secretary, Bethsue Pickett, Mound City.

No further business appearing the meeting adjourned.

T. J. WALKER, Chairman, Jefferson City.

LIZZIE L. WHITE, Secretary, Nevada.

J. E. HOLLINGSWORTH (Missouri Valley College)

³"Undoubtedly the college is no longer the purely individual institution of two generations ago, but it has been swept into great educational currents which it cannot safely ignore. It is part of an educational system, and in the last analysis it will stand or fall with the nature of its contribution and relationship to that system." (Illinois Survey).

DEPARTMENT OF CLASSICS.

Chairman, F. C. Shaw, Kansas City.

Vice-Chairman, Miss Jennie Green, Kirksville.

Secretary, J. E. Hollingsworth, Marshall.

About forty teachers of Latin had assembled when Chairman Shaw called the meeting to order shortly after two o'clock on Thursday afternoon, November 16, and the number increased during the earlier part on the program; during the later part of the program a number were obliged to leave in order to attend other departmental sections.

Miss Eggleston, of the Westport High School Kansas City, gave an interesting report of the Princeton Classical Conference, and the importance and value of the assembling of this body of high opinion from neutral sources was emphasized in the discussion.

Miss Ruth Harrison of the Marshall School in her paper on "Latin and the Young American" brought out the point that Latin must be made to appear both interesting and useful to boys and girls. In differentiating between Latin words of similar spelling and sound, the youth receives his first training in logical processes of reasoning; in learning of foreign language his knowledge of grammar becomes more accurate and scientific. The teaching of Latin should be adapted to the interests of the pupil in various concrete ways; the subject can be taught thoroughly and at the same time in an interesting way. The note of optimism with which Miss Harrison closed was characteristic of the spirit of the occasion.

Dr. John Pickard, Professor of Archaeology at the State University, in a stirring address emphasized the need of meeting new conditions in the teaching of Latin. He deprecated the present tendency to cut everything that is hard from the high school curriculum; people are obsessed by false theory of teaching, assiduously spread by propaganda. Owing to lax entrance requirements, however, beginning Latin should be available to students in college. Especially should students be encouraged to study Greek and Roman civilization by taking courses in Classical Archaeology. Hereby they can to a certain extent recompense the failure to obtain earlier and more extensive training. The speaker appealed to Latin teachers to be progressive in the matter and methods of instruction.

The discussion on "What changes, if any, should be made in the program of the first two years of Latin in order to meet the needs of those who stop at the close of the second year?" was led by Miss T. Jennie Green, of Kirksville, and Prof. C. E. Miller of Central High School, St. Joseph. Miss Green thought that more time should be given to making students see the connection between Latin and English. There is need of greater variety and improvement in textbooks. "Educate the public to want what they need." Professor Miller emphasized the fact that we must make Latin interesting; the best teachers should be put in Beginning Latin. Correlate Latin with other studies, such as history, biology and chemistry. Use psychological methods of teaching. Logical teaching produces logical study. The theory of the non-transference of mental discipline is on its last legs. If Caesar is used the indirect discourse should be omitted or read by the instructor. Etymology helps make Latin interesting. Skeat's ten canons of etymology were read to the meeting.

Miss Drake of Manual High, Kansas City, Miss Clarke of Excelsior Springs, and others took part in the discussion. The motion carried that teachers write to the State University requesting the slides illustrating Greek and Roman life, which have been prepared by the department of Art and Archaeology.

President Thompson, of Tarkio, who attended the session, upon invitation addressed the meeting briefly. He felt the need that Latin be retained in the curricula of our colleges. We should at least see to it that inspectors of secondary schools do not, by propaganda, harm the cause of Latin.

The following are the officers for the year 1918:

Chairman, J. E. Hollingsworth, Marshall.

Vice-Chairman, F. W. Shipley, St. Louis.

Secretary, Clara Haggard, Mexico.

No further business appearing the meeting adjourned.

F. C. SHAW, Chairman, Kansas City.

J. E. HOLLINGSWORTH, Secretary, Marshall.

DEPARTMENT OF ELEMENTARY SCHOOLS.

Chairman, Nelson Kerr, Kirkwood.

Secretary, Miss Ida Brewington, Centralia.

The Department of Elementary Schools held its sessions in Northeast High School on Thursday afternoon at 2 o'clock with Mr. Nelson Kerr of Kirkwood presiding. In the absence of the secretary, Miss Inez M. Wolfe of Kansas City was appointed to fill the place.

The following program was given on Thursday afternoon: Mr. George Melcher, Director of Research and Efficiency, Kansas City, spoke on "Arithmetic in the Grades." He had many charts and graphs to show the progress in Arithmetic in the Kansas City Schools.

Mr. H. C. Walker, Supervisor of Writing, St. Louis Public Schools, read a paper on "Functional Writing."

The last paper, "The Teaching of Geography," was given by Mr. C. E. Marston, State Normal School, Springfield.

At the close of each paper, a discussion followed, the one giving the address presiding.

The program on Friday was given entirely to the subject of English.

"Standards of English," illustrated, was the subject of the address given by Dr. John J. Mahoney, President of State Normal School, Lowell, Massachusetts. Dr. Mahoney presided over the discussion following his talk.

The last paper, "Relation between Grade and High School with Emphasis on English," was given by Miss Genevieve Apgar, Harris Teachers' College, St. Louis. The discussion following was presided over by Miss Apgar.

The addresses were most inspiring and helpful and were heard by sympathetic and interested audiences.

The Committee on Nominations, Mr. George Melcher, Chairman, Miss Mary McClanahan, and Mr. Leslie M. Dobbs, submitted the following report on Officers for the coming year:

Chairman, Mr. E. M. Sipple, Moberly.

Vice-Chairman, Mr. Vernon G. Mays, St. Joseph.

Secretary, Miss Genevieve Apgar, Harris Teachers' College, St. Louis.

These were unanimously elected.

NELSON KERR, Chairman, Kirkwood.

INEZ M. WOLFE, Acting Secretary, Kansas City.

THE TEACHING OF GEOGRAPHY.

By C. E. Marston, Normal School, Springfield.

The essential factors of successful geography teaching are:

1. A definite understanding of the nature and scope of the subject.
2. A pedagogically arranged course of study.
3. An enthusiastic teacher with geographical and pedagogical training.
4. Diversified method, e. g. journey, type and problem.
5. Equipment, as globes, maps, charts, graphs, models, products, etc.

In as much as geography is rightly considered a difficult subject to teach, and the average school results are far below satisfactory, and since trained citizenship and individual efficiency depend on geographic knowledge; we need seriously to consider the vitalizing of geography in elementary schools.

A brief consideration of the foregoing factors introduces the question, What is geography? If this fundamental question cannot be answered, we have neither standards of accomplishment nor tests of efficiency. The teacher readily accepts the definition, "geography is the study of the earth as the home of man," but does she teach it so? Geography answers three questions, what? where? why? What is the informational phase of geography, where establishes the place idea and why emphasizes the causal relation. Dr. Dewey in his recent book "Education and Democracy," makes geography and history, when rightly taught, the subjects par excellence to give useful information. "Sailor" geography emphasized non essential map study to the neglect of rational geography. Geography is closely related to geology, meteorology, astronomy, biology and physics. On its human side it is no less closely identified with history, sociology, economics and political science. Its identity as a distinct study rests upon its consideration of the relations that exist between environment and man. It is a study of controls and responses. Geography is often confused with industry as when we teach how paper is made rather than where it is made and conditions favoring it e. g. spruce forest, water power, markets, etc. Geography is often confused with government as when we teach forms and processes rather than man's need of government and its influence on industrial development. Geography is often confused with science as when we teach mechanical construction, scientific facts and principles apart from man's struggle with nature. If more teachers knew the scope of geography, their respect for the study would be increased. The divisions, mathematical, physical, political, biogeography, anthropogeography and commercial with closely related subjects, as geology, climatology, ethnology, economics, etc., as taught in our large universities gives it a rank with history, mathematics and the languages.

The second vital need is a course of study that is complete and pedagogical. Public interest demands that it be taught in every grade above the second and that it receive one or two years in the high school. What subjects engage our minds more today than wheat, coal, steel, sugar, forests, water power, transportation, growth of cities or the influence of climate on industry? What information is more valuable than conditions in Mexico, Russia, German or Italy? What is more needed in our national life than knowledge of conservation? How can the individual adjust himself to his environment if he does not know it? Home geography in the 3rd and 4th grades need emphasis for "well begun is half done." Intermediate geography, grades 5 and 6 should supply information and drill on necessary facts of location, pronunciation, products; etc. Advanced geography in the 7th and 8th grades will develop physical principles, work out problems, summarize world commerce and study state geography. If the organization is well affected there will be neither duplication nor omission. The course of study will need to definitely suggest references, indicate method of procedure, summarize important facts and generalizations and point out proper correlations. If a detailed course is not supplied untrained teachers fall back to the text and failure results. The third factor, a teacher with ability, training and enthusiasm is the most essential of all. Her deficiencies reflect inadequate courses of geography in high and normal schools. It is often true that an elementary teacher's sole preparation to teach geography was made in the grades. Only the large universities give complete courses in geography and they train few grade teachers. During high school attendance, no geography is studied and higher branches crowd out what little geography was learned in the elementary school. To make matters worse if possible the grade teacher is usually young, inexperienced in life relations, untraveled and steeped in traditions of the past rather than informed regarding the wonderful present. Can one expect such a teacher to arouse much interest in geography? We can hardly expect the elementary teacher to have studied astronomy, geology, physics, etc., but she should be familiar with general science, physiography and agri-

culture. If she has not studied economics, sociology and college history, she should at least have studied American history in its geographic relations and have a high school knowledge of general history. Nor is she likely to succeed without professional training and this should at least include methods in geography and practice teaching under supervision. There are many ways of overcoming hampering deficiencies among which is membership in the Missouri Council of Geography Teachers, extension work, vacation travel and careful study of current events. The skilled teacher means more efficiency in geography teaching.

The fourth factor of success calls for better method. The methods employed in teaching geography are more varied than for other school subjects. It includes field work, map interpretation and drawing, sand table and modeling, imaginary journeys, type studies, problem solving, reading and reports, composition exercises, picture lessons (possibly stereoscope and lantern), laboratory study of commercial products and chart and graph making. Such procedure requires training, experience and initiative on the part of the teacher. If she is an oral geography teacher, she must combine drawing, story telling, hand work, gesture and dramatization in her accomplishments. No subject depends less on the text and more on the teacher's general ability than geography. The way out of this difficulty is to give the teacher strong professional training based on adequate courses in geography. Such a teacher will use no type of recitation to the exclusion of others. Sand table lessons are valuable but not intended to represent striking earth phenomena as volcanoes, canons, glaciers, etc. Map drawing should not become a hobby but serves a useful purpose. Journey geography is superficial, "sketchy" but is needed to connect related ideas, e. g. a trip around the earth 40 degrees N. Lat. to see if all places equally distant from the equator have the same temperature. Type study is apt to emphasize one industry of a region to the exclusion of others but organizes a maze of information around special, leading units as coal, wheat, Pittsburgh, etc., which is indispensable. A child taught by this plan alone on hearing the name Minnesota is apt to think "wheat" but not iron, lumber, dairy products, etc. A well informed teacher is needed to vitalize the type. Field excursions add reality to geography but are difficult to conduct. The geographic problems is generally the best attack of the subject since it has a definite aim, supplies a motive for outside reading, map study, comparing statistics and forming conclusions. Such problems as, Is the South well adapted to live stock? Can Brazil support a dense population? Why is manufacturing important in New England? etc.

The last factor, equipment, is of less importance but still essential. This need not involve great expense. A suspended globe, political maps in steel cases, an outline blackboard map of the United States and the world should represent the minimum. With wall outline maps, the trained teacher can make physical, isothermal, rainfall, industrial and density of population maps. She will also be able to collect pictures, commercial products and minerals. As manual training the class can make sand table, and picture cabinet. Mathematical accuracy is developed in chart and graph making. Every teacher should be a master of the art of mounting maps and pictures, and making relief maps and models. If funds are available, stereoscopes, a lantern and weather instruments should be provided. It is absurd to try to teach geography without maps and pictures. Fortunately our texts are well supplied but I fear most teachers make little use of them. If the need of equipment is keenly felt, teachers will not long be without it. Nor should we neglect supplying the library with an atlas, reference books such as the American Yearbook and supplementary readers. Magazines dealing with current events are needed to add reality to geography. The text is inadequate to give all geographic information and neither can the teacher do so.

If I have indicated that the present status of geography teaching is unsatisfactory; I have also tried to point out the remedy. While I am convinced that many teachers do not know the nature and scope of geography, that courses of study are often unpedagogical, that teachers frequently lack training and enthusiasm, that formalism exists in the methods used, and that the

equipment is altogether too meager; still substantial improvement is in progress. May we not hope that the revitalization of this fundamental branch of common education will soon be achieved-

(Note:—This paper was also given before the Southeast Missouri Teachers' Association at Cape Girardeau, Oct. 27, 1917.)

RELATION BETWEEN THE GRADES AND HIGH SCHOOL WITH EMPHASIS ON ENGLISH.

By Genevieve Apgar, Harris Teachers' College, St. Louis, Mo.

It seems almost impossible to talk on any topic this year without taking as a point of departure conditions resulting from the state of warfare in which we live. The biggest task of the teacher of to-day is to aid in making "the world safe for democracy." That aid must be given by seeing that democracy has a trained, prepared social constituency to go on with its work.

We need, then, an increased attendance at college and an increased attendance at high school. Increased attendance at high school will not be secured unless the relation between the eighth and ninth grades is very close. As our school system is now generally planned, there is no greater need for close co-operation between teachers than between the teachers of the eighth and ninth grades. This should be sympathetic co-operation growing out of a real desire for service to the community through the child—not a perfunctory relating of work; it should be skilled interrelating of method and subject matter growing out of a professional zeal that sees no class boundary lines.

What is it the privilege of the eighth grade teacher to contribute to this co-operation?

The eighth grade teacher should bring to her task all the scholarships to which she can attain. The eighth grade teacher needs college or university scholarship just as much as the ninth grade teacher needs it. If the eighth grade teacher is doing departmental work, she needs a much broader knowledge of history, of civics, of composition, of literature, of mathematics than she actually uses in daily class instruction. A deep and broad foundation will make her work richer in interest and benefits for the adolescent child under her care. It will make it possible for her to suggest to that child in some subtle way, through her teaching, the riches of knowledge that lie beyond and lure him on to advanced study.

If the eighth grade teacher is not a departmental teacher, she needs even more a rich scholarship, for she must be at home, not in one or two subjects, but in many. In either case she must be a student of present day social problems, of economics, of industries. Thus, she may take into her schoolroom the interests of the world without that schoolroom, and make the pupil feel his responsibility, as a citizen of that world, to fit himself fully to assume his civic and social duties, she should make the pupil feel the privilege as well as the desirability of a prolonged period of instruction.

To scholarship, must be added skill in the art of teaching. This includes a knowledge of the special needs of eighth grade children. The greatest of these needs in view of further years of instruction is the ability to think—study—with an increasing freedom from supervision. The child needs growth in intellectual independence. The teacher must **train herself to train the child** to take the initiative; hence she must plan socialized recitations and make constant use of the problem method of instruction. In the lower grades the mastery of an assigned lesson has depended to a great extent upon memory; in the upper grades it must depend more and more upon the power to **relate**—that is, upon the power to think, and to think independently. The question and answer method of recitation must give place to the topical method. The child must learn how to get information from books through the use of the index. The eighth grade child should have some experience

in preparing a finished piece of work (I use the term **finished** in a relative sense, of course) by himself, unaided by the teacher.

To skill in teaching must be added an attitude of sympathy, of interest, of helpful suggestiveness. The ideal teacher never resigns nor neglects her leadership, but she never ceases to increase her comradeship with her pupils.

What is it the privilege of the ninth grade teacher to contribute to the co-operation between eighth and ninth grades?

All that has been said of the scholarship of the eighth grade teacher may be said with equal emphasis of the ninth grade teacher. The method pursued by the eighth grade teacher should be continued by the ninth grade teacher with ever increasing tendency toward leading the pupil to become intellectually independent; toward leading him to **think** and not merely to memorize. Supervised study and the study recitation should be continued. The child does not suddenly outgrow the need of sympathetic direction. He finds himself among strange faces, these faces differing in different groups; he finds himself forced to adjust himself to the ways and humors of several instructors; he finds himself compelled to lend attention for a longer recitation period; he finds himself thrown on his own resources for study, both as to time and to method. He greatly needs to be given a definite program for study, a definite assignment, and definite help in preparing that assignment.

Of scholarship the ninth grade teacher has often had much, but of skill in teaching she has often had too little; the eighth grade teacher has been more likely to have too little scholarship but much skill in teaching. The eighth grade teacher is usually a teacher of protracted, successful experience; the ninth grade teacher is often a teacher of meager experience. A university graduate who has had two years of teaching experience is admitted to high school faculties in large cities; a university graduate of no teaching experience is sometimes admitted to high school faculties in small towns. Often this inexperienced teacher is given the first and second term classes, the more advanced classes being given into the charge of the experienced teachers. But in fact the classes of the first and second terms need the strongest, most skillful, most sympathetic teacher that can be found for them; they need a teacher possessing scholarship, a strong psychological background, and a true sense of values.

The high school, historically considered, is only a continuation of the elementary school; it is not something apart from the elementary school as high school teachers too often consider it to be. There should be unity of interest and aim with no subservience on the part of the one nor snobbery on the part of the other. The pupils themselves should see the connection between the two steps in their work. They should see possibility for progress. Interests should have been awakened in the lower grade which should be followed up in the higher.

Perhaps the most difficult subject to make the child feel he is progressing in—the most difficult to motivate in the ninth grade—is English. Too often in this subject the child feels he is repeating work done before, instead of feeling that he is building upon work done before.

In Bulletin No. 2, 1917, issued by the United States Bureau of Education, compiled by J. F. Hoscic, on **The Reorganization of English in Secondary Schools**, a practical course of study in English is outlined in which the work progresses from the eighth to the ninth grade. I agree most heartily with that report in dividing the organization of the study of grammar between the eighth and ninth grades. I should further emphasize the need of continuing to make this grammar work functional, even if formal grammar be added.

The new thing in composition (and the pupils should always be conscious of a new problem in English at the opening of each term) may well be the building of the paragraph. Aside from the habit of paragraph making, shown by the mechanical means of indentation, and arising from the very general notion that a new paragraph is made when the subject changes, instruction regarding the paragraph may well be deferred until the high school. The study of sentence relations as contributing to paragraph coherence (suggested on p. 155 of Mr. Mahoney's **Standards of English**) would only in exceptional

cases find justification before the high school age. The models used for the building of vocabulary and a pleasing style should be different from those used in the eighth grade. That the work may be closely correlated and may not repeat, the teachers of the respective grades should have in their possession the course of study of both grades, and lead pupils to look ahead as well as to look back. The pupils must be held responsible for what they have already been taught and be made conscious of growing power.

In literature, too, there must be no repeating; there must be new reading and new attack. High school teachers justly resent having to teach to their pupils classics that have already been taught in an elementary fashion in the elementary grades. Yet elementary teachers rightly wish to have some big, fine things in the course that they are to present. A wise distribution of material can be made in conferences between eighth and ninth grade teachers.

The ends desired, then, can only be attained by personal conference and sympathetic co-operation between eighth and ninth grade teachers. The ends desired are worth co-operating for; to prolong the education of our young people beyond the eighth grade; that we may have opportunity to give them such school room experience as will lead them to be accurate, effective users of our national language; as will lead them to desire to read widely of our national and other literature; and as will make them intelligent, capable citizens of our democracy of the next generation.

DEPARTMENT OF TEACHERS OF EDUCATION.

Chairman, Guy H. Capps, Bolivar.

Secretary, Osta B. Feurt, Martinsville.

Meeting called to order by Chairman Capps.

The following program was rendered:

General topic: **Rural Observation and Practice Teaching.**

(a) "Is it advisable to require at least one week by each student in some one rural school?" John Cantlon, Windsor; G. R. Watson, Plattsburg.

(b) What directions and plans should be given to students who are to spend some days in doing rural observation and practice teaching? Claire Hornby, Nevada.

(c) "How can co-operation be secured from the county superintendent and the rural school boards?" L. Fay Knight, Milan.

(d) General Discussion.

Topic: **"Economy of Time in the Teacher-Training Course."**

(a) "In what courses are text books advisable? Of what library books are duplicate copies especially needed?" Gertrude Yeakey, Osceola.

(b) "To what extent can the work of course I be lightened by co-operation with other departments?" Bess D. Grover, Higginsville.

(c) General discussion.

"The problem of Admitting Students into the Teacher-Training Courses," J. H. Eckelberry, Tarkio.

General discussion.

"Review of the Past Year's Work," P. P. Callaway, State Teacher-Training Inspector.

The motion was made, seconded, and carried that the chairman appoint a committee on nomination of officers for the coming years. Miss Shock, Mr. Boehm and Mr. Shaw were appointed on this committee.

It was moved, seconded, and carried that the Teacher-Training department give one-half the time to its problems and one-half to a specialist in this line.

The report of the Nominating Committee was given and unanimously adopted. The following is the report.

Chairman, Guy H. Capps, Bolivar; Secretary, Miss Helen Davis, Excelsior Springs.

No further business appearing, the meeting adjourned.

OSTA B. FEURT, Secretary.

GUY H. CAPPS, Chairman.

DEPARTMENT OF ENGLISH.

President, V. C. Coulter, Warrensburg.

Secretary-Treasurer, Dorothy Kaucher, St. Joseph.

Friday afternoon, November 16th, 2 o'clock.

I. Program.

The first paper entitled "Personal Expression," was given by Miss Ida Ausherman of Springfield High School. This was followed by a few remarks by Miss Scott of Kansas City who had visited the work in Springfield.

Report by Charles I. Peabody, Kansas City, on "Committee on Organization of English in Secondary Schools."

II. Open Discussion.

It was voted: (a) That a committee be appointed by the Chairman for the standardization of requirements in English in Missouri High Schools. (b) That a second committee be appointed to determine the requirements of a teacher of English in Missouri High Schools.

These committees are to make a preliminary report to the State Superintendent for his use in the revision of the High School Course.

III. Election of Officers.

Chairman, V. C. Coulter, Warrensburg.

Secretary-Treasurer, Miss Dorothy Kaucher, St. Joseph.

IV. Reports.

The reports of the Secretary-Treasurer were read and approved.

It was voted to continue the 50c fee and to make the call strong.

No further business appearing the meeting adjourned.

V. C. COULTER, President.

DOROTHY KAUCHER, Secretary-Treasurer.

WHAT IS BEING DONE IN ENGLISH IN MISSOURI HIGH SCHOOLS.

By F. C. Irion, State Department of Education, Jefferson City.

English holds the preferred place in the high school curriculum. I can not speak for other states, but such is the situation in the high schools of Missouri. I sometimes wonder why this condition exists. What reasons can the English teacher produce why English should hold the first place in the high school course and curriculum? Can any definite reasons, substantiated by results attained, be given why a high school pupil should spend one period per school day for four school years in English? If English is to hold first place in the course and curriculum is it not reasonable to expect that the results attained be proportionally greater than results attained in other subjects which are not given so much time and prominence?

The question naturally arises, how long can English hold the present position in the high school course? Whether English will hold first place in the course will be decided within the next ten years and the decision will rest on the results obtained.

It is only appropriate then to inquire into what is being done in English, or what would be still more to the point, what is being accomplished.

Just what is being done in English in the Missouri high schools? This question is difficult to answer, chiefly for three reasons. In the first place there is a lamentable lack of standardization of the work. In the second place there seems to be no definite pedagogy, no uniform or best methods in the subject. Finally there are no definite ways or means whereby to measure results. In English there is such a great difference in what is being taught in one high school as compared with what is being done in some other high school, so that it is difficult for any observer to tell just what is standard work.

There seems to be no agreement among English teachers with reference to the relative importance of the different subjects or divisions of subject matter in the English course. In one high school grammar is given great emphasis; in another rhetoric is being over done; in still another technical English is being neglected for the sake of literature. In some high schools much composition work is being done, in others very little. The course in English in any particular high school resolves itself largely into an expression of the inclinations, the likes and dislikes, the temperaments and the mental make up of the teachers.

The first reason, then why it is almost impossible to tell what is being done in English in the high schools of Missouri is the lack of standardization. The second reason why it is difficult to tell what is being done in English is the fact that there seems to be no definite pedagogy, no uniform methods, in the subject. This, no doubt, is due to the comparative youth of the subject.

If I were to ask you to tell me definitely how a classic should be taught; how the composition work should be conducted; how the technical English should be correlated with the study of literature; if I were to ask these questions, how many different methods or rules of procedure do you imagine I would receive? I shudder to think of the amount of contradictory material which I would get.

In the teaching of grammar, composition and rhetoric there is the same variety of methods or lack of methods. I shall not enter any further into a discussion of these particular divisions of English.

So much for the lack of pedagogy in English. What shall we say about results?

Quite frequently at the end of a recitation in first year English I am approached by the teacher as follows: "This is a very weak class. They did not get the fundamentals in the grades. Why, these pupils do not know the difference between a verb and a noun. I have to begin all over again and teach them what they should have had in the seventh and eighth grades." I go to the college or University professor of English and I am informed that the high school graduates are very inadequately prepared for college work. The students can not spell, use atrocious grammar; have no idea of proper paragraphing, and their punctuating apparently is being done with a salt and pepper shaker.

The University of Missouri for years has been requiring and is probably requiring today that every high school graduate take the freshman English; that is, a year's work in technical English. Why? Because many pupils after having had four years of English in the high schools were found to be too weak to go on in English or in any other kind of work without such a course.

A good way to measure results sometimes is to set clearly before oneself the aim with which one has undertaken the work. How far do the results measure up to this aim?

The "Aims of High School English" are set forth in the Course of Study for Missouri High Schools as follows:

Aim of composition: "To develop the power of effective communication of ideas in both speech and writing." "To supply the pupil with an effective tool for use in both public and private life."

Aims of literature:—"to quicken the spirit and kindle the imagination of the pupil, open up to him the potential significance and beauty of life."

—"to form in him the habit of turning to good books for companionship."

How many graduates from a four year high school can effectively communicate their ideas in writing? How many of them can stand before a gathering and discuss some subject intelligently? It seems to me that there is a great field open for effective work for the English teachers.

I am convinced that very definite tests could be worked out as far as written English is concerned. In working out these definite tests for each year of English is it not conceivable that a more definite standardization of the work would result?

We shall now turn to the aims of teaching literature. Our attention is directed to the first two at this point, namely, "to quicken the spirit and kindle the imagination of the pupil"—"to open up to him the potential significance and beauty of life."

I admit these aims are very indefinite and results very difficult to measure. What does it mean to quicken the spirit and to kindle the imagination and just what is the potential significance of life and its beauty?

The fact is, friends, that most of us get the quickening of the spirit, the kindling of the imagination not necessarily through literature as taught in the high schools. I wish to digress at this point and call your attention to what I consider one of the fundamental weaknesses in the teaching of literature. The readings in literature do not lead sufficiently to general reading. Literature really is not a "thing in itself." Every piece of literature which is really worth while presupposes some experience, some knowledge of several fields of human experience and knowledge. Here arises a question. Before teaching a piece of literature should not the teacher make himself very familiar with the things with which the pupils very likely are unfamiliar and outline a certain amount of general reading which should be done in connection with the reading of this particular piece of literature.

Coming back from this digression, I return to the aims of teaching literature. As I have said before it is difficult to measure the extent to which the aim of quickening the spirit and kindling the imagination is attained. Perhaps we can come nearer a solution by considering the third aim in the teaching of literature—"to form in the students the habit of turning to good books for companionship. It would be an interesting study to determine what is being read by high school graduates. I wonder how many read Shakespeare, Milton, Tennyson, Dickens, Hawthorne? I have never been personally satisfied in my own mind that a high school graduate should read Milton. What should he read? What constitutes "good books?"

The great problems as I see them confronting the teachers of English are:

1. How to standardize the work—how to formulate definite aims and reasonable minimums of accomplishment.
2. How to work out the best methods in the teaching of the subjects.
3. Finally, how to devise measurements whereby to measure final results.

PERSONAL EXPRESSION.

By Ida Ausherman, Springfield High School, Springfield, Mo.

Teachers of English are agreed that the present methods of instruction under existing conditions are far from satisfactory. Not only do those in the work subscribe to this statement, but superintendents, principals, and critics also agree that the teaching of our language is not such as to enable the youth to express himself freely and convincingly.

Something new in the teaching of English, and something which seems to have solved this perplexing problem, is the result of a study on the part of Mr. E. E. Dodd, of Springfield, on the question of why certain substantial people fail to measure up, in general, social and business activities, to certain other individuals decidedly inferior in mental attainment. After a se-

rious study of this question, Mr. Dodd decided that the former were notably lacking in personality and conversational ability; and that these characteristics when found in others of much less mental grasp, give an advantage that is very marked. The result of this study was the formation of a plan to develop in the adolescent a self-expression that should enable him to meet and converse easily and naturally with teachers, other students, and out of school companions. To this plan Mr. Dodd gave the name of personal expression, and under that title the experiment was successfully tried last year in the Springfield High School.

To quote, Mr. Dodd: "Personal expression is a course in training to develop personality and conversational ability; the former through the cultivation of such personal characteristics as initiative, poise, tact, good manners, personal kemptness, and adaptability; and the latter through intelligent, well directed, long continued exercise in the art of conversation." All earnest teachers have endeavored to develop in their pupils personality. We are often unconscious that we are working toward that end; nevertheless our efforts are so directed; but not before have we worked for our goal through the medium of the conversational drill and out-of-school field work. In so doing and in using the conversational group to develop facility in the universal language of conversation, personal expression makes claims for recognition.

To try this experiment last year, we chose a third year English class which we considered a good average class. It had thirty-three members, of whom twelve were boys. We met, for the major part of the work, in our art room, a large compartment with movable chairs. Some of the instruction, however, was given in the regular recitation room. We explained to these pupils what our idea was, and told them something of the means we should use to carry out our plan. We asked their consent and that of their parents to the plan, since we regarded the work as an experiment. For this work we met two days, not consecutive, a week. One of these days was our regular composition day; we were thus losing, from the usual study of written composition and literature, one day a week, only. We started our work with three discussion lessons, the first on personality—its value, its characteristics, its attainment, etc. To many of the pupils the idea of acquiring a good personality, if one doesn't possess it, was entirely new. The other discussions were on the advantages of good expression and the personal characteristics one should cultivate.

By this time the pupils had formed an opinion concerning the importance of this personal development, and were ready to begin the really new feature of the plan, the conversational drill. For this lesson we went to the larger room. Here the pupils were arranged in groups of five or six, and were asked to converse on a subject previously assigned. After ten minutes of this doubtfully successful social period, we rearranged the groups, and with a new start, plus the experience gained from the first attempt, the conversation became somewhat more general. This lesson convinced us that the pupils needed the training we had set out to give them. Other conversation and discussion lessons followed with gradually increasing ease and enjoyment.

Two other phases of the work were what Mr. Dodd names projects and field-work. By the former he meant the assigning of tasks which should bring about personal relations for the pupil. For instance, each pupil through his own initiative was to meet and talk with a stranger student; or he was to interview a business man or woman on a certain subject; or he was to explain personal expression to some one at home. By field-work is meant the actual application, in out-of-school activities, of ideas gathered in the class. This work is a strong feature of the course, since it may be practiced at any and all times, and requires no equipment to make it a success. Our pupils regarded the field-work and projects close rivals to the conversational group in the development of personality.

While this comprised the main features of the plan, many new ideas were evolved as we proceeded with the work. We had started boldly into the new study; we had expected many obstacles; we had supposed that we

should meet with much discouragement while blazing the trail into the unknown; but the work moved miraculously—in fact, it generated its own power, and our greatest task was to guide it safely towards the goal we had longed to reach.

As to the results of our year's work in personal expression, our success was greater than we had dared hope for. At the middle of the year, by a unanimous vote of the students, all third-year pupils took up the new work once a week. We were sure of our ground, but until we had proved to our patrons that our new subject gave more value received than the time spent in the regular English work would give, we thought best to take for this new class only one day a week for it. The result attained proved to nearly two hundred students the worth of personal expression. At the end of the fourth quarter, every third-year student, with but one exception, asked for a continuation of the work during the senior year. The one exception gave an earnest oral composition several weeks ago on the benefits of the study of personal expression.

The success attendant upon our experiment in Springfield has been the experience of all other schools where personal expression is being tried. More than twenty large high schools, including one each in Memphis, St. Louis, Kansas City and Chicago, now have classes in personal expression; and what is quite as much to the point, a considerable number of small high schools have introduced the work with success.

DEPARTMENT OF MUSIC.

Chairman, R. R. Robertson, Springfield.

Acting Secretary, Mabel Justes, Carthage.

The Department of Music met at 2 o'clock on Friday afternoon, November 16, in Northeast High School. The following program was rendered:

Choral Music by Seventh Grade Pupils from Hamilton School, Kansas City, Miss Mary Long Walker, Director.

String Quartette Selections, Manual Training High School, Kansas City, Mr. Bertrand E. Riggs, Director.

Address: "H. S. Organization of Musical Activities," E. L. Coburn, St. Louis.

"High School Credit for Applied Music," Mr. Wort S. Morse, Kansas City.

"What Supervisors Should Know and Do," Osburne McConathy, Northwestern University, Evanston, Illinois.

The following officers were elected for next year:

Secretary, Ethel Hudson, St. Louis.

Secretary, Mabel Hope Justes, Carthage.

No further business appearing the meeting adjourned.

R. R. ROBERTSON, Chairman, Springfield.

MABEL JUSTES, Acting Secretary, Carthage.

MISSOURI ASSOCIATION OF APPLIED ARTS AND SCIENCE.

Chairman, Ira S. Griffith, Columbia.

Vice-Chairman, Stanley Moore, St. Louis.

Secretary, Miss Clara R. Schaeffer, Springfield.

General Meeting.

Meeting called to order by Chairman Griffith on Friday afternoon, November 16, 2 o'clock.

President A. Ross Hill of the University of Missouri, Columbia, delivered an address on "Vocational Education—What it Should Mean to the State of Missouri."

The following officers were elected for 1918:

Chairman, Grace Lyle, Kirksville.

Secretary, Jos. Guisinger, Kansas City.

No further business appearing the general meeting adjourned.

Fine Arts Division.

Chairman, Miss Clara Schaeffer, Springfield.

Secretary, Miss Kathleen McNutt, Independence.

Friday afternoon, November 16th, N. E. High School, Room 310.

Meeting called to order by the Chairman, Miss Schaeffer.

Miss Delle Miller, Central High School, Kansas City, read a paper on "Exhibition Hanging as an Art."

Discussion: Subject, "Required Amount of Art Instruction in Every School Curriculum a Vital Necessity; How Accomplished," Miss Elizabeth Shannon, Art Department, State Normal Warrensburg.

The following officers were elected for the coming year:

Chairman, Pauline Pabst, St. Louis.

Secretary, Mary Gilmer, Kansas City.

No further business appearing the meeting adjourned.

Vocational and Manual Training Division.

Chairman, H. G. Martin, David Rankin School of Trades, St. Louis.

Meeting called to order by the Chairman, Mr. Martin, 3:00 o'clock Friday afternoon, November 16th, N. E. High School, Room 308.

Round Table Meeting, General Thoughts: (1) "How can the various communities assist in the Executive of and benefit by the application of the Smith-Hughes Act to the State of Missouri." (2) "What concrete suggestions can we make to others for doing the actual work?" (4) "What do our several communities need in the line of industrial training, and how can our manual training courses be adapted to that purpose?" (4) "How can we as individuals be of service in this work?"

Discussion: (1) "The Relation of Industrial Subjects to Regular School Subjects," Prof. R. H. Emberson, Columbia. (2) "Progressiveness and conservatism in the adoption of New Methods of Teaching," Chairman and Members. (3) "Discussion of various inquiries that have come to the attention of the Chairman as to definite methods of teaching trade or industrial subjects in manual training courses without defeating the original purpose of manual training, and without undue change in equipment and personnel, by the Chairman.

The following officers were elected:

Chairman, Roy Michael, Kansas City.

Secretary, W. D. Hifner, Independence.

No further business appearing the meeting adjourned.

REQUIRED AMOUNT OF ART INSTRUCTION IN EVERY SCHOOL CURRICULUM A VITAL NECESSITY; HOW ACCOMPLISHED.

By Miss Elizabeth Shannon, State Normal School, Warrensburg.

I understand this topic, which has been assigned to me, to mean that Art Instruction **should** be a required part of every school curriculum, and that I am to discuss how it may be made a vital part of school work.

For some time, I have felt that the teaching of Art in public schools is the **grade teacher's**, rather than the supervisor's problem, and that, so far as

the time allotted to the art work is concerned—it should be planned by the teacher, to fit in with or to be a part of her regular work.

Art education has been so long neglected by so many people who have to do with planning school curricula, that the majority of teachers do not know enough about the subject to deal with it. But they **should** know it. There is no excuse for their not knowing what is meant by "art education" in its broadest sense.

Now there is just as vast a difference between what is meant by an "Artist," and a "teacher of Art," as there is between an "Author" and a "teacher of English," or between a "Historian" and a "teacher of History," or a "Lightning calculator" and "teacher of Mathematics."

Until teachers study enough of the right kind of Art to teach it, its place in the curriculum is going to be of necessity, just what it is today, a few minutes a day, or a week, or a few minutes every two or three weeks, when the supervisor comes around and does her best to teach Art.

We would know just as little about English, today, if we had been taught that subject in the same way that we have been taught Art.

What are we going to do about it? Many things **have** been done in other states. Missouri seems a bit slow in coming to a realization of the importance of the right kind of Art Instruction.

With your permission I shall discuss the situation in my own school.

A Normal School is supposed to be a school for the training of teachers. Over and over again the students who come to our school say, "Well, I can't teach Art because I don't know anything about it," and when they leave the school, two-thirds of them, at **least**, say the same thing and yet they have never been near the Art department.

Ask these students **why** they have not taken any Art work and the answer is one of two, invariably. Either "I wanted it but just could not get it 'in,' there were so many other things I had to take," or "I haven't any talent for Art, I couldn't paint a picture if I **had** to."

Is it true that the students who really **want** to know more about Art instruction, do **not** have the opportunity of studying it when they attend Normal Schools and Universities?

The situation in our school is this: Students who complete the course for sixty hour diploma, (the life certificate) **must** take five hours of technical work, or **two** subjects, which may be selected in any one or two of the five technical departments—(These are the departments of Commerce, Music, Household Arts, Manual Arts, and Fine Arts).

Students on the general course **may** take ten hours of work, or **four** subjects (2½ hrs. each) in these five departments.

There are the so-called "specializing courses" in **all** departments which give the students an opportunity to take more work than they could otherwise get in any one department. But note the time allotted to the technical subjects and compare it with that allotted to any Academic subject. On the general course the required work is as follows:

22½ hours of Education (9 subjects of 2½ hrs. each).

5 hours of technical work.

32½ hours of general activities (13 subjects—2½ hours).

Of this last 32½ hours, five hours more may be technical work, but ten hours, or four subjects, is the maximum amount which they may take. That means that 27½ hours, or **eleven** subjects **may** be history, English, or any other academic subject, regardless of the fact that four years or more, of this other work has been completed prior to entrance to the Normal School.

Students **specializing** in Art **must** take 22½ hours of Education, 17½ hours of Art (**seven subjects only**) and twenty hours of Academic electives—none of which may be Art.

But—if they specialize in any academic subject, it is possible for them to take, aside from the 22½ hours required work in Education, 37½ hours, or **fifteen** subjects (Academic) in one department, if the head of that department deems it wise. More than **twice** the number of subjects they can take in the technical department. Does it seem quite fair?

I have been asked to discuss, also, how Art may be made a vital part of public school work. I am sure I can't say under present conditions. It cannot be done until the teachers themselves know more about the work.

There are **splendid** problems in line and form and color that will help in the teaching of any subject.

"Composition" in Art, in Music, in English, should go hand in hand. Such terms as "unity, mass, coherence" in English are much more easily understood if one understands of what they mean in Art.

If the grade teacher likes to teach Nature Study she can find excellent opportunities for correlation with Art. The same is true of history, mathematics and other subjects.

I do not believe that the supervisor should insist on the grade teachers following, to the letter, her course of study.

Dr. Bouser, of Columbia University, N. Y., says, "The work of the Fine and Industrial Arts in the elementary schools should make primarily for intelligence, insight, and appreciation, in living at its best the every day life of the consumer, regardless of the means by which he earns his livelihood, with a firm confidence that whatever is best for realizing this purpose in elementary schools is best also as a foundation for life work, whatever that work may be."

The Supervisor and the teacher **must** work together to develop intelligence and appreciation in all of the children for meeting their life needs. The supervisor **cannot** do it alone and the teacher cannot help her without some training.

I do believe that Art, in its broadest sense, should be a part of every school curriculum, but I believe it can be **made** a part only when the grade teachers have had enough Art to make it a part of their regular work.

EXHIBITION HANGING AS AN ART.

By Delle H. Miller, Central High School, Kansas City.

Every picture that is painted, every poster that is made, assumes a spectator. Each time the artist uncovers his work, he is displaying a social instinct. Hence the exhibition becomes a social opportunity for both the spectator and the creator. The producer that works only for the works' sake narrows these social opportunities and in withholding dwarfs himself. In facing his specators, the artist should recognize his responsibilities in the matter of attractive spacing and proper hanging. His public deserves at least that compliment. Thus we see in an exhibition both an art and a social problem.

Every art teacher, as well, has a social opportunity in the exhibition of the pupils' work. In these days when the social idea is being stressed and so much is being said about the importance of a vital community life, our school exhibitions, offer a center for attracting social elements into our work and for putting art principles into practice. Our schools present unminced possibilities as art centers. It is our privilege to develop the aesthetic and ethical life of our public at our exhibition times. I wish that we might always look at our exhibitions from both the social and artistic view-points.

We will all acknowledge that an exhibition has its shortcomings—one of the most important is, that it is frequently the consumer of valuable time. For this reason, the custom of large exhibitions is going out of style in some parts of the country. We have also seen and condemned the evil of padding an exhibit or displaying work which is not entirely the pupils own efforts but we have not always been severe enough in our criticism of an overcrowded and poorly hung exhibit or the nightmare effect of walls plastered to the ceiling with a motley array of drawings. Fortunately, this old manner of displaying an exhibition is now being discredited. Differ as we may, as to the advantages of a large exhibition, I think we will readily consent,

having experienced the joy and stimulation that comes from viewing an exhibition arranged with generous rest spaces, that the appropriate and beautiful placing of well chosen problems will always quicken and encourage the interest of the pupils as well as that of the parents.

I have mentioned the two extremes in exhibitions. The first is an effort to present a logical and varied aspect of the year's work in which each pupil will be represented. It is no more art than is the tabulation of classified facts or the calling of a roll of names. This explanation of quantity and variety in work belongs rather on the printed pages of our courses of study. The justification that has been made for it, is that it is an encouragement to the pupils. All this is good and necessary but are there not other ways of securing these results? Could not the variety of work be shown in portfolio form for the benefit of the few who seek a complete and logical review of the year's work? And may not the pupil's interest be sustained by directing his energies in the arrangement and by giving him responsibilities for the success of the exhibition?

This overcrowding of our wall spaces is due sometimes to the notion that a display of all the work is honest. This attempt to be honest breaks all the canons of good art. To select exhibition material with the gage of an art standard indicates honesty and loyalty to our ideals. The art teacher is usually the jury in selecting exhibition material and must still the voice of an over-conscientious desire to display it all and allow his highest art ideals to make the final decision. Here too he needs to guard against making of it a one pupil exhibition which is almost as wearisome as slavishly presenting the work of every pupil. We too often forget that the laws of subordination, balance and unity have a psychological aspect and that in arranging an exhibition our pride in the quantity, quality, and variety of work must be kept subordinate to our knowledge of what is really art in a beautifully arranged exhibition. One grave fault has been the mixing of different kinds of work on one mount and the placing of the more delicate pencil rendering along side the aggressively shouting poster work.

The first steps in the mastery of exhibition hanging as an art are to be made in the arrangement of our own school-rooms and the spacing of the drawings on our screens and wall-panels.

We need, I think, to train our pupils to be sensitive to work properly mounted with due regard to marginal and open spaces. If we enlist them in an effort to bring out the real beauty in the mounting and presenting of their daily work, we will have intelligent and appreciative helpers at our exhibition times. If principles governing good spacing, restraint, and lack of crowding have been presented in the right spirit, the pupils will be willing to make sacrifices that the whole exhibit may be artistically sound. It surely is not too much to ask of higher grade pupils. They may be depended upon to approve the selection of a few good drawings properly arranged and balanced in light, dark, and color. They will appreciate the importance of well arranged backgrounds and hangings and the decorative possibilities of a restrained use of ferns and flowers. If we teach them thus we will have done much in making art really practical and we will be educating a public which will count ugliness a sin and will no longer tolerate the hideous array of poorly hung drawings we have at times displayed in our spring exhibitions.

At the Western Drawing Teachers' Association at Lincoln last May the exhibition was distinguished from those of other years by the fact that each city had a room by itself. This prevented one exhibit overcrowding another and aided in the effect of unity. Into certain rooms it was a weariness to enter because too much was on display, while others had been thought out and arranged with such care that they invited and urged a close inspection. Especially notable were the rooms of the Cleveland School of Art and the Chicago Academy. The exhibit in each of these rooms was graphic, mostly poster. The unified effect was impressive, being secured thru a uniform mount and related mediums. The effect was clean cut and convincing.

Three years ago there was a notable exhibition in New York of the New York High Schools. The exhibit took place in the Vanderbilt galleries where professional work is exhibited. An effort was made to interest the whole

city by presenting a school exhibit with all the care and fineness of a professional exhibition. Unity was secured by mounting the drawings on large framed panels. Balance was gained in a grouping as to medium and subject thus proving the possibility of unifying hundreds of drawings.

Mr. Johannot, supervisor of drawing in Pasadena, in the design course at the Applied Arts School at Chicago this summer dwelt on the importance of arrangement, making a special point of the exhibition work of each day. He urged his pupils to interest themselves studying the effects of different hangings and arrangements. When a piece of work was particularly fine he distinguished it by placing it in a large open space with a suitable background. This was a marked demonstration of the distinguishing effect of space.

To the teacher who is striving to master the difficult art of exhibition arrangement, there is no better study than that of some of the exhibitions in our public and private galleries.

We all know of the infinite pains the hanging committees of our large exhibitions take in their work. The patient study, testing, assorting, hanging, and rehunging till the proper effect is gained. And if the result is successful it is in no wise a mere lucky happening, it is because they have adhered strictly to art principles.

The Inness room in the Chicago Art Institute is a marvel of restful and well thought out wall spaces. The spacing and restraint are an inspiration were all the canvasses mere blanks. Mr. Freer's private gallery of Whistler paintings in Detroit in its quiet repose of ample space, is as peaceful as one of Whistler's own nocturnes.

We gratefully acknowledge that the Kansas City Art Institute, cramped as it is for room, has frequently presented exhibition art beautifully hung and well worthy of study from the view point of exhibition art alone.

In closing, may I quote Birge Harrison who says: "The art of picture hanging is an art by itself, an art which is nearly if not quite as difficult to acquire, and nearly if not quite as important as the art of painting pictures. It demands great tastes, great talent and long training."

DEPARTMENT OF TEACHERS OF MODERN LANGUAGES.

President, Alfred H. Nolle, Columbia.

Vice-President, Paul R. Blanchet, St. Louis.

Secretary-Treasurer, Miss Anna Astroth, Wellston.

The Missouri Society of Teachers of Modern Languages met in Room 202, N. E. High School, Kansas City, 2:00 P. M. The meeting was called to order by the President.

The program, a joint program of German and Romance Divisions, was carried out as planned. A paper on "The Function of Dictation in Modern Language Teaching," by Miss Annette Betz, Polytechnic Institute, Kansas City, (read in her absence from the city by her sister, Miss Alma Betz) presented a convincing statement based upon sound psychology and pedagogy of the merits of dictation exercises in Modern Language instruction. Miss Katherine Jones, Louisiana High School, presented a paper on "The German Club," written out of experience, which demonstrated how under the guidance of a progressive teacher a Modern Language club can be made to supplement in an attractive and helpful way the work of the classroom. Mr. John L. Deister, Polytechnic Institute, led a Round Table discussion on "Methods." The discussion which followed Mr. Deister's summary of what the direct method meant to him demonstrated, as did the lively discussions which followed each of the preceding papers, that the direct principle in Modern Language instruction has gained a firm footing in Missouri, and that the teachers of the state are each year applying it more intensively and more extensively.

In the business meeting which followed the program the following general officers were elected for the ensuing year:

President, J. W. Heyd, First District Normal School, Kirksville.

Vice-President, John L. Deister, Polytechnic Institute, Kansas City.

Secretary-Treasurer, Miss Ada M. Jones, Westport High School, Kansas City, **German Division:** Chairman, J. W. Heyd, Kirksville, Secretary, Mary H. Ross, Kansas City. **Romance Division:** Chairman, John L. Deister, Kansas City; Secretary, Ada M. Jones, Kansas City.

ALFRED H. NOLLE, President.

ANNA ASTROTH, Secretary-Treasurer.

THE FUNCTION OF DICTATION IN THE TEACHING OF MODERN LANGUAGES.

By Miss Annette Betz, Polytechnic Institute, Kansas City, Missouri.

Dictation as a method of teaching language is not new. It has for a long time been used in the grammar grades to teach children correct English. More recently it has been employed in secondary schools and in universities as a means of teaching modern languages.

I can not go very deeply into the psychological aspect of the subject, but I should like to point out a few important facts. When the laws of memory and of learning are applied to dictation, it is found that the main factors involved are:

1. The correct speaking of the words.
2. The correct hearing of the word.
3. The visual appearance of the word.
4. The writing movement.

The first, the correct speaking of the word, involves accurate pronunciation on the part of the teacher. The second, the correct hearing of the word, demands sound analysis on the part of the student. The third, the appearance of the word, necessitates the student's ability to associate the pronunciation of the word with its spelling. The fourth calls for the correct co-ordination of the writing muscles. This shows that each of the three types of students, the audile, the motile, and the visualizer, gets one repetition that is most favorable to him.

Now I shall turn to the actual use of dictation in the classroom. For the method that I have been using I claim no originality. It is, for the most part, the method used by Professor Almstedt and that described by Professor Bagster-Collins in his book "German in Secondary Schools." I shall tell briefly what I think the procedure should be.

Let the dictation exercise come at the first of the hour, once or twice a week on special days. For the material the teacher should choose a selection with which the students are fairly familiar. If they are not familiar with it, they will direct all their attention to the story element; on the other hand it is equally undesirable to select a paragraph that the students have memorized. The teacher should read the selection to the class, sentence by sentence, repeating each sentence twice. During the first reading the student should not attempt to write at all but should concentrate his entire attention on the spoken sentence, making every effort to grasp the meaning. If the sentence is very long the second reading may be in parts. However, the teacher should not break up speech groups; if this were done, the dictation exercise would be nothing more than a spelling lesson. The reading must be phonetically correct and not so slow that the sentence meaning is lost. The teacher should never read a sentence a third time. The lesson should not exceed eight or ten minutes of actual writing. Then, before books are passed forward, the teacher should read the whole selection once more; this is to let the student see the connection between the sentences so that he may realize that what he has written is a whole—a composition unit.

The question now arises, "Is dictation worth while? What are the results?" the results, as I see them, are:

1. The student gets clear cut images of words in connected prose.
2. A closer connection is made between pronunciation and spelling, and both pronunciation and spelling are improved.
3. Dictation brings about accuracy in the use of case endings, verb forms, etc.
4. Dictation instills in the student "Sprachgefühl," and understanding of the idioms of a language.
5. Dictation exercises show the particular faults of each student clearly and indicate the individual help needed.
6. By tabulating error the teacher may know what points need stress.

At the end of last year I tabulated the mistakes made in dictation in my beginning German class throughout the year. This was college German, each semester being a five hour course. There were in the second semester nineteen students in the class. Of these, two were irregular and dropped the work early in the term. One student neglected to hand me her note book at the end of the year, so her work is not tabulated here. Her rank was a high "M." Five of the remaining sixteen students, listed in the table, entered the class the second semester. Dictation work was given every Friday, but because of holidays and examinations, and because dictation work can not profitably be begun until the third or fourth week of school, I had only thirty dictation lessons during the forty weeks of school. The dictation lessons during the first semester were based on Prokosch's "German for Beginners," while those during the second semester were based on Boezinger's "Erstes Aufsatzbuch."

A table prepared shows distribution of the 1755 errors found during the year. This number, 1755, is larger than the number of red ink marks found in the notebook, because often what was apparently one mistake was really, when analyzed, two mistakes; for instance, the student who wrote "gewonen" for "gewohnt" omitted the "h" after the long "o" and used the wrong verb ending, and his mistake has been counted as two in this table. Again, the student that wrote "in die Haus" for "in dem Hause" made two mistakes; he used the accusative for the dative, and he gave "Haus" the wrong gender.

The most frequent mistake was the omitting of a word; such an omission occurred 159 times, sixty of these being made by one boy, the lowest rank in the class. The error having the second highest number of marks was the confusion of the dative and the accusative. Then there followed in order the omission of the umlaut, the failure to capitalize nouns and polite forms of the second personal pronoun, case mistakes other than the confusion of dative and accusative, and the use of the wrong word. In all there are forty-nine errors tabulated. Errors that occurred only once during the year I have listed as miscellaneous.

The tabulating of these mistakes has been of great value to me; but there is a question in my mind whether or not this particular table would help any other teacher or whether he would have to tabulate the errors made by his own students in order to be benefited. The question arises, would tables made by other teachers resemble this one, or would the individual differences of teachers be great enough to make the percentages radically different. Some teachers stress certain points; some others. Perhaps it was because I stress at all time the correct pronunciation of "v" that in the whole year there were only seven instances of the confusion of "v" and "w;" and because I insist on it that my students pronounce final "b" as "p," that only three times did students write "p" for final "b." It may be that the fact, that in ninety-eight cases an "h" was omitted, shows that I did not call sufficient attention to the use of the silent "h" after many long vowels. On the other hand, it may be that any average class in a year's time would make about this number of mistakes, and that the errors would be distributed in nearly the same way. It is to determine this that I should like to know what results others have had in making similar tabulations.

In concluding I should like to say that dictation, of course, does not teach the language; no one device will do that. But it is, in my opinion, a very valuable aid in giving the student a feeling for a foreign language, and in

impressing on him grammatical forms, idioms, and word order. Since dictation has proved to be extremely helpful in my work, I hope that others, who are not using it, will give it a trial.

DEPARTMENT OF COMMERCIAL TRAINING.

Chairman, P. B. Peters, Kansas City.

Vice-Chairman, Milan B. Wallace, St. Joseph.

Secretary, Arthur H. Dahne, St. Louis.

Meeting called to order on Friday afternoon, November 16th, 2:00 o'clock, in N. E. High School.

The following program was given:

"Collateral Reading Material in Teaching Business English," Miss Lucile Bryan, Grover Cleveland High School, St. Louis.

"The Critical Period in Teaching Bookkeeping," B. F. Hart, Westport High School, Kansas City.

"The Elimination of Waste in Teaching: Penmanship," M. F. Westover, High School, Webb City; "Arithmetic," L. R. Hanks, Central High School, St. Joseph; "Typewriting," Raymond D. Dennis, High School, Joplin.

General Discussion.

"A Survey of Commercial Education in Missouri," Report by R. V. Coffey, Central High School, St. Louis.

The following officers were elected for 1918:

Chairman, L. W. Beers, St. Louis.

Vice-Chairman, R. V. Coffey, St. Louis.

Secretary, Amy Meyer, Kansas City.

No further business appearing the meeting adjourned.

P. B. S. PETERS, Chairman, Kansas City.

DEPARTMENT OF HISTORY AND GOVERNMENT.

Chairman, R. V. Harman, Kansas City.

Vice-Chairman, E. D. Lee, Sikeston.

Secretary, J. E. Wrench, Columbia.

The meeting was called to order by the president, Mr. R. V. Harman, of Kansas City, at 2 p. m., November 16th, in the Northeast High School. Owing to the large crowd, it was found necessary to change rooms during the program in order that all might be able to attend.

After a statement of the general purpose of the session, by Mr. Harman, the discussion of the standardized curriculum of the Social Science in the High School, was opened by Prof. C. H. McClure, Warrensburg, discussing the "Problems Confronting the Teachers of Social Studies." The speaker stated that the two main problems that faced the history and social science teacher at the present moment were the demand that the present world crisis made for a readjustment in theories and principles and the task of applying those principles to the present world.

He pointed out that during the last few years we had seen the growth of the control of individualism in the interests of democracy, the regulation of prices, the regulation of the liquor traffic and of commercialized vice and the development of the improvement of public health. All these were evidences of the changing standards and principles of social activities.

The great problem which grew out of them and which specially affected the teacher of the social sciences, who was after all best fitted to estimate and appreciate these changes, was the necessity for getting into touch with and functioning in society as a whole.

He closed with a special plea for interest in the Committee for Historical Service of the Missouri Council of Defense. He called attention to the essay contest which had been instituted and urged every teacher present to make a definite effort to do something to aid in the solution of the important civic problems which faced the state and Nation.

This paper was followed by Miss L. L. Runyan, Warrensburg, on "Community Civics in the Grades."

In the absence of Mr. J. J. Oppenheimer, Columbia, his paper on "Civics Local and State History in the First Year of the High School" was read by title only.

Prof. Eugene Fair, Kirksville, read a paper on "Early European History to 1700, Second Year High School."

The discussion of S. B. Apple, Kansas City, pointed out the successful use of the two-year European History course in Kansas City during the last two years and plead for a more developmental and less factual study of the period of the ancient world. Personally, however, Mr. Apple preferred a four-year course in history, with the maintenance of English History in the third year.

In the absence of Prof. R. S. Douglass, Cape Girardeau, Prof. E. M. Violette, Kirksville, spoke briefly on "European History Since 1700, Third Year High School." He did not favor 1700 as a dividing point, but held that it should be after 800 and before 1700 because during that period most modern things had their beginnings. He held, too, that the end of the first year's work in European History should considerably overlap the beginning of the second year's work.

He called attention to an exhibition of war literature, posters, maps, etc., which had been collected by the Kirksville Normal and was on display during the afternoon in the gymnasium.

The paper was discussed by Miss Ida B. Lilly, Kansas City.

Prof. E. P. Puckett, Fayette, read a paper on "Social Studies in the Fourth Year of the High School."

The paper was discussed by Prof. W. E. Lewis, Kansas City, who pointed out the necessity of the closer study of American Government as a fundamental basis of the fourth year's work in connection with American History and the advantages of such a procedure.

Prof. E. C. Griffith, Liberty, read a paper on "What the College Teacher May Expect of the High School Graduate."

In the absence of Prof. Jonas Viles, Columbia, the paper was discussed by Mr. Rush, of Kansas City, who insisted that the development of character was after all the fundamental contribution that the history teacher could make to the preparation of the student for college and that the High School student also should be prepared to take proper notes, get up bibliographies, and attack problems in a truly scientific way.

Prof. J. E. Wrench as secretary then read the "Report of the Executive Committee on the Social Studies in the High Schools of Missouri."

In discussion of this report, Mr. Lamkin, State Superintendent of Public Schools, Jefferson City, assured the society of his interest in the discussion and announced that he was ready to take into careful consideration any scheme which the society was willing to present to him as the result of their deliberations.

Mrs. McLaughlin, Kansas City, discussed briefly the working of the scheme outlined in Kansas City during the past years and its success.

Prof. James H. Breasted, of the University of Chicago, spoke briefly on the necessity of a better understanding of Ancient History and explained some of the problems connected with the preparation of his text books. He called attention to collaborative nature of his first text book and pointed out how the scheme for which he was not responsible resulted in the limited space devoted to Roman History. He also called attention to the difficulty of presentation to the High School student, and suggested a more extended use of the graphic representation of developmental facts as shown in his later volume.

On motion of Professor McClure, Warrensburg, to adopt, there was a considerable discussion, and it seemed to be the general opinion that society was not yet ready to put itself unqualifiedly on record. Professor McClure's substitute motion that the executive committee be empowered to confer with the state superintendent was carried.

On motion of Prof. Eugene Fair, Kirksville, the officers for the preceding year were continued in office for the ensuing year. The list follows: President, R. V. Harman, Kansas City; Secretary-Treasurer, J. E. Wrench, Columbia.

R. V. HARMAN, President, Kansas City.
J. E. WRENCH, Secretary, Treasurer, Columbia.

COMMUNITY CIVICS IN THE GRADES.

Laura L. Runyon.

We all think in terms of our own personal experiences, and when I hear of Civics being taught in the grades, my memory immediately reproduces a dull-covered book with deadly dull pages inside, filled with deadly dull definitions of things I didn't care to know—when I was an eighth grader! Perhaps it was the teacher, perhaps it was the author of the book,—who knows nothing about children and how to get civic ideas across to their minds,—but whichever it was, it was the one subject in the grades for which I had no use!

Years later, however, I had the pleasure of spending a week in that great experiment station for teaching wayward boys and girls the meaning of citizenship—The George Junior Republic, at Freeville, N. Y. I had frequent talks with Mr. George and with the boys and girls. I saw Civics *lived* by the children. There was a child mayor, a child of twelve or thirteen was a judge and these children did not "play" the part, they were the real thing. The policemen could really put in jail, and the judge could and did condemn to real hard labor. Mr. George told me he had once acted as a private policeman in New York City. He found most of the boys who were arrested for the first time cried and were frightened, but the second time they were proud! They had become heroes in their communities. The relation of the police system to community life was absolutely foreign to their understanding. Instead, it was "smart" to steal fruit and not be caught. It was "funny" to destroy someone's property and make them "mad." But a few weeks at the George Junior Republic changed all that. Every child there must earn his living. So far as possible, he could choose his occupation. He was paid in coin of the Republic, "tin" coin, but the only medium of exchange there. Without this he could no more get anything to eat or a place to sleep than a man or woman could in Kansas City, who had no money. If he undertook to steal,—he was pretty sure to be caught, tried by his peers, and punished,—for property had a real meaning to these children now. I saw one such trial. No grown person but myself was there, and yet a more dignified, serious weighing of a case I never saw. The week convinced me of one thing: Community Civics can be understood by children of grade age.

But, you say, it is not possible to inaugurate a George Junior Republic in each school. No, but does not this experiment point the way? Most of the children of the grades will never see a real Legislature, or know personally the man who will some day represent them, for whom they will cast their votes; more of them will never come in very close contact with even the City Council,—but in some concrete way they can be made to realize the connection between the individual citizen and the good order and prosperity and progressive development of the community as a whole.

The importance of honesty in political life seems to me a more important lesson to instill than its political form. Also the importance of choosing the

man for the work rather than aiding a friend who is ambitious for place or power. These lessons should be worked into habits in the school. Unless they can be, the public schools are not training for citizenship. Community consciousness is hard for adults to acquire. Unless it can be learned in childhood, the chances are it will never be learned at all, or not without some great revolutionary disaster.

As guiding principles, I cannot do better than to suggest to the teacher of civics the plans outlined by Arthur Dunn in his "The Community and the Citizen." That we remember:

(1) That the child is a **citizen now**, and now has duties he owes the state, as the state owes duties to the child. Last year, many children were appealed to to raise gardens as a child's civic duty, and millions did.

(2) A spirit and habit of co-operation is one of the great aims in teaching civics. If the teacher does not recognize a growth along these lines in her class, she has failed as a teacher of civics.

Robinson in his book on "The Development of Modern Europe," gives three great questions as problems of to-day:

(1) Who shall control government.

(2) How far shall the government be forbidden to interfere with the independence of individual citizens in the conduct of their own affairs?

(3) What are the responsibilities of the government in protecting the members of society and promoting the general welfare? Our civics is largely arranged around these problems. They can be applied to the school, the town, the state, the nation. The resourceful teacher, with these problems in her own mind, will devise some means of bringing them to the conscious attention of her children, and steadily work to secure first the right attitude toward them, then habitual co-operation in solving them right.

"EARLY EUROPEAN HISTORY TO 1700, SECOND YEAR HIGH SCHOOL."

Eugene Fair, Kirksville State Normal.

The report by a Committee of the National Education Association on Social Studies in Secondary Education, and the appearance of several text books of merit begin to really prove that the American Historical Association, as a maker of history curricula for high schools, has lost its guiding power and individual university professors and school administrators have felt compelled to speak in rather positive terms to their erstwhile guides. So we in Missouri should not be fearsome of suggesting history and social science curricula for high schools. Even though they are greatly at variance with the valuable Report of the Committee of Seven and its spineless successor, the Report of the Committee of Five.

As observers and teachers of "the now" should we not welcome the suggested plan for Missouri of one year to the "the now," two years for European History with the split at 1700 A. D., one year to American History splitting it at about 1815?

The main consideration of the European History to 1700 is the teacher. It might be argued that there could be less preparation in our colleges in the field of European History to 1700 since there will be less time given to it in the High School. This is not my view of it. More time, if there is a difference, should be given. The old idea of doubling the time of preparation for the amount taught is a good slogan here. So a full college year is none too much in Ancient History and the same may be said of Medieval and the beginnings of Modern History.

In these college courses we should get a careful evaluation of the tools to be used. Again we cannot make the change to the new plan so well if college, university and normal school teachers do not become well informed and sympathetic with the plan. His "chosen field" will need to be looked at more and more in its relation to other "chosen fields." Too long has it

been an attitude of teachers of history and the social sciences—"that is not my field, I am not much interested." Those giving the college work should understand well the plans in operation in the high school for the teacher in the high school must have adequate preparation. In order to do this well it seems to me that those college students who intend to be teachers should be in classes to themselves so that the material for secondary work could be rather thoroughly examined and from the teacher's point of view.

College teachers should try much harder to look big epochs in the face and see the connection of epochs, otherwise they may never feel "the sweep of the eagle's wings" or help others to get it. This war has pulled many kinks out and more will be pulled before it is ended.

So my first insistence is that in order to "get over" this course in European History to 1700, there must be better prepared teachers and that the biggest element in this has to do with the teachers of college subjects.

It may be stated with certainty that too often the teacher is much of a slave to the text book but this habit can not be cured with dispatch. Hence there is great need for adequate texts concerning the field up to 1700. They are beginning to appear.

Like most of our texts, they are cluttered up with marginal outlines, bold unessentials and in selecting the essentials, giving these enough attention faced type and section numbers; yet they are showing success in cutting out to show developments concretely and connectedly. This can be observed especially in the parts of the texts written by men who are specialists.

For example—"But the monuments of Thebes do not tell us of the Egyptians alone. We find also in the temple, sculptures and the tomb chapel paintings, many a scene which shows us the peoples of the Northern Mediterranean whom we left in the Late Stone Age." (Robinson and Breasted, *Outlines*, P. 52.) Still another example from the same text (P. 38) "Louis, called 'the pious,' proved a feeble ruler. He tried all sorts of ways of dividing the Empire peaceably among his rebellious and unruly sons—. It is not necessary to speak of the temporary arrangements that were made." Here is a man who is able to leap from 814 to 870 because he feels that the treaty of Mersen is more important than that of Verdun (the word Verdun is not listed in the index of this text.) Such cutting as this leaves space to describe the reasons for the disorder following 870, but little space is given to describing these disorders.

So my second insistence is that the writers of the texts should be specialists of that sort which know not only the detailed facts of this field but who are able to pick out the essentials and tell the story interestingly for high school boys and girls. Will a professional text book writer ever be able to do this? He has not the time to "weigh and consider" and he may be too much influenced by the trade demands of the publishing house.

My third insistence is that since the period is so long and we have been accustomed to spend much more time on it, important though it is, we should not be frantic to handle every part of it in a uniform, clock-like manner in order "to get through." It would not be amiss, for example for an independent, thoughtful teacher, to center most of her attention in Ancient Oriental History around the Hebrews, neither would it be rank heresy to advise reading Hammerling's *Aspasia* or *Quo Vadis* to compare conclusions or just for fun.

In conclusion, it appears to me clear, that it will take better preparation, more enthusiasm, more versatility, more understanding, a wider sympathy and vision to teach this course successfully than any other. But the compensations will be correspondingly great and it will mean ever so much both to pupils and teachers if they can say enthusiastically at the end of the course in the words of Mr. Robinson, "We have now reviewed the long history of Western Europe from the remote period when the makers of flint-hatchet wandered naked through the tropical jungles which then covered France, to the days when Louis XIV and his elegant courtiers rolled in their splendid coaches amid the carefully tended gardens and sparkling fountains of Versailles. It is the story of fifty thousand years."

WHAT THE COLLEGE TEACHER OF THE SOCIAL SCIENCES MAY EXPECT OF THE HIGH SCHOOL GRADUATE.

By E. C. Griffith, William Jewell College, Liberty.

The new humanities never were so important as at the present time. Adults who have found enjoyment heretofore in literature and in modern novels are now turning to history instead, seeking to get the background for the present world struggle. One certainly needs the antecedents of the present to understand life in its diverse activities.

The college teacher, I surmise, has no criticism to offer on the high school teachers or their graduates. One great aim of us all is that the work in these branches be thorough and well done. The study of history is more than mere reading, or reading intently: It supposes that one will read widely, in order to receive the facts under different aspects and to correlate them correctly free from personal bias of writer or reader. The social sciences are not to be presented in an abstract form but as practical subjects with a direct bearing on human forces. It is largely on account of this attitude that the study of Ancient History is being displaced in the High School curriculum by other history.

The content of the study is not to be learned verbatim, nor are abstract facts as a long list of dates of special importance. The subject matter must be appropriated and adjusted in its relation to other times and circumstances and thus reduced to concrete and tangible material aiding in the development of judgment and right relations, in giving that turn to education which is called the end and aim of education, to give proper adjustment to human effort.

It is not so imperative that minor details be retained in memory or that word memory be emphasized. The retention of the essentials is imperative but the reasoning power and acquaintance with life movements and social activities are paramount to all else. Sometimes it would seem that the priceless heritage of American citizenship is neglected, that its duties are minimized, that there are no specific demands for the citizen in his contact with his fellows as they are organized into governmental agencies. It seems to me that school and college training more and more must prepare the youth for broad vision of community obligations through government, for must strengthen the sense of social solidarity, of social service, of the place of the individual in his larger life.

It is highly desirable that students coming to college have a working knowledge of library helps. Here we all realize that our laboratory is composed of reference books, magazines and library aids. What retorts and balances are to science books for library use are to the student of social sciences. And the High School teaching force and the college professors, I take it, have common conditions to meet in this respect also. It seems very much easier for boards of education and trustees to spend money for scientific laboratories and for athletics than for our needed equipment. There ought to be in all libraries the standard works in history and Government especially, with some of the books that have been appearing the past several years as compilations of source material. The student can well be asked to interpret the sources when published in his own language and thus his judgment is being developed and his mental faculties made alert. There should be familiarity with wall maps, geography, the individual outline maps are used to good advantage. And the student should be prepared to make reports and to prepare papers on the most important themes. In the scientific courses some colleges require the presentation of note-books as proof of the laboratory work. Might not similar requirements be imposed advantageously for the social sciences?

The college teachers seek to urge their students to read widely and in so far as that habit is acquired it will make it somewhat easier for the youth when he comes to the college. If he can be trained in taking notes during the class hour or when some speaker appears before them in the class room,

or school, or lecture platform, and if those notes could be examined and graded that, too, will be a help to the student coming to college.

We can call attention to the past of nations, we can study their traditions and their ideals and thus be able to appreciate what they are trying to accomplish and perhaps give valuable help. The questions of reconstruction of the world following this great war demands a solution of governmental problems in the light of past events running back through the centuries.

HISTORY IN THE FOURTH YEAR OF HIGH SCHOOL.

E. P. Puckett, Central College, Fayette, Mo.

What shall be the aim of history instruction in high school? Shall it be perpetuation of history in the curriculum, and its slogan "save history" whatever the cost or sacrifice in students? or, shall it be utilization of history in developing citizens of local, state, national and world communities? Will not history be "saved" if it become vitalized? How better vitalize it than by translating it into the living, thinking generations of man!

But, will the student "take" history by choice? I am inclined to think he will not if it is permitted to fall into the "dead" class. When the student comes to conceive of history as dealing with the "dead past" he will place it in a casket along with the "dead languages," label it "Dead" and take it out only to weep over it patriotic tears. If, through the study of history, he can get no real connection between what has been in that past and what now is in this present he will be unprepared to take an intelligent part in developing what shall be in the future. Who could blame him for desiring to have nothing to do with such a dead past? There is something wrong with the material, presentation, organization, or teaching of history if the student develops this attitude. An antiquated Methodist preacher who was puzzled over the continued failure of his recent revival efforts expressed himself after this fashion: "I must say that I don't understand it. Why, when I preached that self-same sermon thirty years ago it never failed to bring sinners in numbers to repent, but in this hard and perverse generation it seems to make no impression for good." That might very well be taken as the status of the history case. We have given so much thought to developing a body of history that we have failed to study our congregations with their ever changing social environments and needs. Now we are surprised to find that they are threatening to slip away, or, if they stay by requirement, to stop up their ears. We can not hope, and should not wish, to have history retained in the program of progressive high schools unless its place there can be justified, not in academic discussion but in results socially viewed. I see no reason why history instruction should lose in dignity if it be used to teach good citizenship, patriotism and high civic ideals.

That there is something wrong with history as it is at present in high schools all wide-a-wake instructors of the subject are agreed. There is probably little disagreement on the question of the aim of history instruction. What steps shall be taken to remedy the condition, is the question on which difference of opinion exists. What is needed at this time is not dogmatism, either as to content or sequence of courses, but agreement on a plan sufficiently uniform and extensive in operation for experimental purposes. We have data enough to prove that history as it is in high school can not stand the social test. Let us get together on a new program from which data may become available and hold to that program only so long as results justify its continuance. At best we can only hope to interpret the needs of our own times. If history in the high school is vital the problem of adjustment will reappear. We can not now set the stage for all time. Personally I am in agreement with the recommendations of the committee of the N. E. A. on social studies in secondary schools as reported in the Bureau of Education's

"Bulletin, 1916, No. 28," and with "Plan I" of the committee of the Society of Teachers of History and Government in Missouri on standardization of courses of history and government in high schools of Missouri. I would like to see "Plan I" in operation in Missouri schools. Of course no program will be self-operating. There must be intelligent, thinking co-operation on the part of administrators and teachers.

From my point of view the ideal would be some social science available in every-year of high school work. Where but two years of social science are required of high school students, I would favor community civics in the first year and American history in the last.

The content of the American history course should be flexible enough to permit of the introduction of much that could be classed as economic or sociological. We can not hope to teach **all** of American history to any class. There must be careful selection of material for instructional purposes. If text-books have not yet been written to meet all our teaching needs, they should still be used; but they should not be slavishly followed. We can not wait for a text-book Moses to lead us out of this wilderness.

Never before, it seems to me, has such an opportunity opened to teachers of American history. Never was there such need of careful teaching. Boys and girls are eagerly seeking current history from newspapers and magazines. Many things that formerly seemed very far away from their every day lives are now being forced upon their attention. Why not take the daily point of contact as our starting point, or problem, and help these students realize how the forces that are present have their bases deep laid? Shall I suggest certain topics that may prove both interesting and worth while to teacher and pupil alike?

1. The Food administration's work—what it means for American habits of production, consumption and distribution.

2. **Transportation:**—(a) Present stage of development—present functioning; forces operating; etc. (a) Kinds of ways—roads, canals, railroads, etc. (b) Kinds of agents—animals, wagons, steam, electricity. (c) Kinds of enterprises—private, state, federal.

3. **Nationalism and Internationalism**—Sound nationalism basic to sound internationalism. (a) Present status of nationalism of U. S. as compared with that when Lord Sheffield could say that as well expect Germany to get together on a commercial policy as the United States. What the meaning of his statement then—what would it mean now? (b) Monroe doctrine and isolation versus the extension of the application of the principles of that doctrine. (c) Present meeting of representatives of Allies at Paris.

4. The problems of neutrality—one hundred years ago; recently.

5. The nation at war.

6. Immigration—the melting pot. (1) Has it failed to melt the materials? (2) What will be the effect of the present conflict on the national policy?

7. Pensions versus national insurance.

8. War finance—Taxation, loans, etc.

DEPARTMENT OF READING AND PUBLIC SPEAKING.

Chirman, A. W. Vaughan, Cape Girardeau.

Vice-Chairman, Roberta Sheets, St. Joseph.

Secretary, J. Hamilton Lawrence, Parkville.

In the absence of the Chairman, A. W. Vaughan, the meeting was called to order by the Vice-Chairman, Miss Roberta Sheets, Friday afternoon, November 16th, 2:00 o'clock, N. E. High School, Room 406.

The following program was presented:

"Some Phases of the Problem of Teaching Oral English in the Grades," Miss Rose Wickey, Kansas City, Missouri.

"Personal Expression," Miss Lochie Sperry, Springfield High School.

"Training in Speech for High School Students," Charles S. Foster, Kansas City.

The papers, all of uniform excellence and interest, were followed by a very lively discussion centering on the question whether, in the grades and high school, the teacher should strive for fluency or accuracy in speech.

After the discussion the business meeting was held.

The motion prevailed that the chairman be instructed to have the time of the session changed from Friday to Thursday afternoon, if possible.

The following officers were then elected:

Chairman, J. Hamilton Lawrence, Parkville.

Vice-Chairman, Charles L. Foster, Kansas City.

Secretary, Roberta Sheets, St. Joseph.

On motion the meeting then adjourned.

ROBERTA SHEETS, Vice-Chairman, St. Joseph.
J. HAMILTON LAWRENCE, Secretary, Parkville.

TRAINING IN SPEECH FOR HIGH SCHOOL STUDENTS. (SUMMARY)

By Charles S. Foster, Westport High School, Kansas City.

The whole field of the Speech Arts—Elocution, Oratory, Debates, Dramatics, Dramatic Reading, Voice Culture, Expression, etc., has its place in high school and college, mostly college, and in detail will only be taught to the few. But there is a field—much work in the every-day, commonplace conversation and talk—that must be covered in the secondary school.

Here is our task:

We must help our children in the things that will enable them to live together better; that will make for clear thinking and correct language in the school room, at home, on the street, and later in the shop, the factory, the church, and the club, and we believe that this general work will be the best of preparation for those who want technical training later. At the same time we believe this to be the very best preliminary training for the writing of correct English.

The foundations for this work will have to be laid in the elementary schools—another thing for which the already overworked grade teacher will have to find time and place.

For the high school the ideal will be to have special teachers who will have separate classes for Oral English, the classes to meet two or three times a week, or possibly every day. Certainly separate classes will be necessary for anything like efficient work. Many of the larger high schools, particularly in the far East and the far West, now have separate classes. A very few high schools have special teachers. I doubt if there are any such high schools in Missouri, certainly not many.

Some time will have to elapse before we can have special teachers. Few are thoroughly prepared. In many places it is impossible to have separate classes with separate credit. Probably in ninety-eight cases out of the hundred, whatever is to be done will have to be done in the regular English classes by the regular English teachers.

The first and greatest thing that oral themes did for me was to ground the idea that I should never assign a theme, either written or oral, that would not interest the class if it were well done.

When I began to assign oral themes, I found quickly that I had to give a different sort of assignment. If I were to get a good oral theme, I had to discover a topic in which the pupil was already interested. If we selected the right thing, perhaps he already knew enough to make an interesting talk before the class. If we could not locate such a topic, the problem was to find something of sufficient interest that he would be willing to spend some time in hunting up information.

After a few such themes, I discovered that I had another task on my hands—that of supplying the incentive to make the pupil want to give what he prepared. I was careful to select first those pupils who did not seem to be ashamed. After two or three had appeared, I tried to start some good-natured rivalry as to which one could tell the thing that would hold the attention best. For a time we did very little correcting beyond pointing out the most decided errors. By the time we had given two or three such themes around the class, the awkwardness had worn off, and we began to pay attention to a variety of things. Class criticism was invited, and we soon located a goodly number of the errors common to such recitations. It was a revelation to me to have the pupils suggest not only the common grammatical and rhetorical errors, ways of improving one's appearance before the class, the necessity of speaking plainly, etc., but to see how soon they began to suggest changes in the arrangement of the material.

Where a good-natured rivalry exists, the more common errors disappear rapidly. Then, too, the pupil learns quickly that he may have good material and still may fail to make a good impression. Here are the two vital points where oral themes help writing. I find that I have to use less red ink on the common grammatical and rhetorical errors. In the second place, the structure of themes can be taught more readily in the oral than in the written theme. I am not quite able to fathom the psychology of it, but time and time again I have been able to get a slow fellow to make a tolerable decent arrangement of his topics for an oral theme, when it was practically impossible to get him to do so if he wrote the theme first.

I have found it highly advantageous to have freshmen give several oral themes before they attempt to hand in any written themes. After several oral themes have been given, it is well to assign the same topic for a written theme. The effect of the oral theme will be seen clearly in the result. Now I do not advocate that all oral themes should be followed by written ones. Perhaps only a small percentage should be so used. I do insist, however, that when you assign a written theme, that you bear in mind the general proposition that only such topics are to be assigned as would make a good oral theme.

Oral themes should generally be short. I restrict freshmen to a minute or a minute and a quarter at the beginning. The time can be gradually lengthened to two minutes or even three as they progress.

Oral English must be subject to both class and the teacher's criticism. It is not practical to stop after each speaker and call for criticism. Perhaps some unusually good or some unusually bad point may demand it, but after the first few assignments some other method will have to be devised.

As to the choice of subjects, the number of subjects that lend themselves readily is without number. I generally start out with some simple expository assignment—how to do something or how to make something. Such work will furnish an endless number of different topics, and since most of these topics demand that things be done in a definite order, the topical order of development will practically take care of itself. Interesting things seen, read about, or heard about, will furnish an abundance of descriptive material. Amusing incidents that have happened to themselves or friends, or all sorts of incidents that they have read about or heard about, prove quite satisfactory. Longer narratives should be left for later years.

I have only covered one phase of my subject—the beginning of Oral English in the high school. Most of what I have said has been commonplace, as the committee asked me to give some suggestions for those teachers who as yet have made little or no use of oral English.

In closing I will say that we must be absolutely awake to the trend of the times. If we can not remedy the present day situation and fit our pupils better to take their places in the world at large, we must give way speedily to a new generation of English teachers. If, for one, would favor a strict examination in oral English, the rudiments of voice culture, etc., as well as in one's general knowledge of present-day activities, as a prerequisite to an English teacher's certificate.

As a last thought, have as many oral themes as possible; utilize as many recitations as you can so as to have pupils give full and complete recitations. Above everything else, do not be guilty of giving either an oral or a written theme that is not in some way vitally related to something that the pupil may be called upon to do when he is out of school.

PERSONAL EXPRESSION.

By Miss Lochie Sperry, High School, Springfield.

However deficient my oratorical powers, I have a subject, which I am convinced is worthy your deepest consideration.

Personal Expression is not unknown to some of you, I am quite certain, for, since its discovery last year, knowledge of it has spread rapidly. Interest and enthusiasm has been manifested, not only in Missouri, but in many other states, representing almost every section of the nation. Personal Expression is a course of training which develops, in the pupil, personality and the power to express himself, best, in his everyday personal relations with those about him.

To find a subject which will give the pupil training of this sort, is a problem which has been puzzling the minds of educators for years. In our great public schools, we find pupils of every possible type. We know that it is a useless waste of power, to allow the pupil of sterling worth, to just flounder along, with his social nature absolutely undeveloped. But still, earnest though our efforts have been, the thing for which we searched, seems to have eluded our eager grasp. A few years ago, we of the English department, thought we had solved the problem, when we evolved our thorough and much needed course in oral composition. For years, the same claim has been made for public speaking. Both courses are excellent, but they failed to accomplish our aim, and so the search has continued, until, at last we have found a subject, which, in theory and in actual experience, has stood the test.

The original work in Personal Expression was begun in October of last year, with one of the regular classes of Junior English in the Springfield High School. The class was chosen because it contained the desired number of pupils, thirty-three, and an average proportion of boys and girls. Two days out of each week were devoted to the work, the three remaining ones being used for the ordinary English work. Within an incredibly short time, the experiment had succeeded far beyond the expectations of the author even. So popular did it become, that by December all pupils were clamoring for an opportunity to take the work. In January this opportunity was extended, to all Junior English classes. This one class had the work in personal expression for eight months and the others for four and a half and at the end of the year enthusiasm for Personal Expression was unbounded. Both pupils and teachers were convinced of its permanent value.

The work consists of several different phases. There can be no doubt in my mind that the most important one, by far, is the group conversation work. The class is divided into groups, each one containing five or six pupils. A topic for conversation is assigned them several days or even a week before the time for the class to meet. The topic should be an up-to-date one, full of life and interest for the pupil. Our magazines and newspapers are filled with abundant material for an unlimited number of topics such as Red Cross Work; Submarines; New Scientific Inventions; French Life; and innumerable others. The class meets in a room with only a sufficient number of comfortable chairs, which may be arranged into informal, social groups. Each pupil has a group number and also a number within his own group. When class assemblies all take their places within the respective groups. The period is spent in conversation among the pupils about the assigned topic. By calling the numbers, the teacher arranges the groups dif-

ferently two or three times during the period. This enables every pupil to come into direct contact with every other pupil in the class within a short range of time. At the first meeting conversation may seem to proceed slowly and there may be a tendency for lulls to come. But, by the second or third meetings all such indications have entirely vanished, and the pupils are conversing naturally and freely. The spirit is one of sympathetic co-operation rarely seen among high school students. We find it two quite different things, to ask a pupil to talk to a comrade when both are seated in an informal group; and to talk to a comrade when both are seated in an informal group; and to ask him to stand, alone, before an entire class and talk to that class. The latter task is what we do ask of our pupils, both in oral composition and in public speaking. Why not train our pupils, first, to talk well, in an informal way among themselves, before we ask them to attempt a formal speech of any sort? Is it not more logical? I shall take time to mention only a few of the many benefits derived from the group conversation. First there is a stronger appeal to the interest of the pupil than in any other subject. Not merely a temporary interest which comes from any new subject, but one that is indeed permanent. We are both pleased and interested to note that pupils who had the work last year, still assert that it is the best subject, they have ever studied, and that they are constantly practicing the principles learned in the work. Then, a vast fund of knowledge, much of which the pupil would otherwise miss, is accumulated, for he is reading more and along very many different lines. Also, the ability to meet and mingle with people naturally and easily becomes an acquisition. But beyond all these benefits our pupils acquire, courteous manners; tact, skill in guiding conversation; poise, both physical and mental; consideration for the feelings of others; adaptability; and all the other desirable characteristics which we find in the splendid well-developed young man or woman. I should like to emphasize the fact that all these valuable assets, are taught, incidentally, as the occasion arises when the pupils come to realize their need. This, of course, is very important in that it insures a much higher degree of success.

More time is given to the conversation work than to any other phase of Personal Expression. That which is probably next in importance is the field-work. By field-work we mean the numerous opportunities outside of school life, where the student may put into actual use the principles learned at school. In this way, the school work is brought into direct correlation with the home and social life of the pupil.

A third and intensely interesting phase of Personal Expression is the working out of certain projects, which are assigned to be performed outside of class and reported on in class. Some of these are as follows: Make a new acquaintance, on your own initiative; introduce two people who have not met before; engage an elderly person in conversation and keep him interested for at least ten minutes, etc.

I have discussed the three most important phases of Personal Expression. For my own part I have never taught anything which is so thoroughly alive and interesting, and in which I feel I can accomplish so much. I have talked with a number of teachers who have had experience with the work and all are as enthusiastic as I.

I hope that while I have made it quite clear that public speaking and Personal Expression are two entirely separate subjects, I have also made it clear that both have their places in our schools. Moreover, I am convinced that the work in the two subjects may be combined in a very effective way. I believe there is a brilliant future in store for Personal Expression, for in the words of the author those personal relationships, in which Personal Expression trains the pupil form the "warp and woof" threads of our everyday lives. What could be more practical than that? Every day of the year, in every walk of life our personal relationships must be carefully considered. They are of vital importance, not to one class, merely, but all men, women and children, of every age, every occupation and every nationality.

DEPARTMENT OF SCHOOL ADMINISTRATION.

General Meeting.

President, S. A. Baker, Jefferson City.

Secretary, L. H. Strunk, Mexico.

Meeting called to order by the Chairman, Superintendent S. A. Baker, of Jefferson City, in Thursday Afternoon, November 15th, 2 o'clock in North East High School.

Chairman Baker appointed County Supt. R. G. Russell, of St. Louis, Supt. John P. Gass, of Sedalia and Supt. Ben Melcher of Bonne Terre as a nominating committee and suggested that one city superintendent, one county superintendent and one school board member be chosen as officers for the coming year.

Honorable Houck McHenry, President of the School Board at Jefferson City, addressed the Department on "Relation of the School Board with the Superintendent in the Administration Work of the Schools."

"How Supervision May Improve Teachers" was the subject of a paper given by County Superintendent George K. Gilpin of St. Joseph.

The general discussion was led by Superintendent Louis Theilmann.

The nominating committee reported the following officers who were unanimously chosen for 1918:

President, Superintendent F. H. Barbee, Nevada.

Vice-President, Houck McHenry, Member School Board, Jefferson City.

Secretary, Mrs. Myrtle Threlkeld, County Superintendent, Shelbyna.

No further business appearing the meeting adjourned.

L. H. STRUNK, Secretary, Mexico.

County Superintendents' Division.

Chairman, T. R. Luckett, Sedalia.

Secretary, Miss Roxana Jones, Milan.

The County Superintendents' Division met on Thursday afternoon, November 15th at 3:15 o'clock North East High School.

No special business was transacted but the old officers were re-elected for 1918 as follows:

Chairman, T. R. Luckett, Sedalia.

Secretary, Miss Roxana Jones, Milan.

No further business appearing the meeting adjourned.

ROXANA JONES, Secretary, Milan.

City Superintendents' Division.

Chairman, W. D. Grove, Poplar Bluff.

Vice-Chairman, C. E. Chrane, Boonville.

Secretary, S. F. Bonney, Shelbyna.

Meeting called to order by the Chairman on Thursday afternoon, November 15th 3:15 o'clock in N. E. High School.

Superintendent G. W. Diemer of Excelsior Springs spoke on the "Junior High School, Points in Favor of."

Superintendent C. A. Greene, of Webb City, who was to have spoken on "Points Opposed to the Junior High School" was absent, and Superintendent Threlkeld, of Chillicothe, led the discussion.

"Adjusting the School Board to Changed Conditions" was the subject of a paper given by Superintendent L. McCartney of Hannibal. This paper was discussed by Superintendent O. G. Sanford of Palmyra and others.

The following officers were unanimously chosen for 1918:

Chairman, Superintendent S. E. Seaton, Macon.

Vice-Chairman, Superintendent J. U. Croson, Mound City.

Secretary, Supt. F. A. Cozean, Morehouse.

No further business appearing the meeting adjourned.

S. F. BONNEY, Secretary, Shelbyna.

School Board Division.

Chairman, F. B. Miller, Webster Groves.

Secretary, D. D. Holmes, Maplewood.

Meeting called to order by Chairman Miller, at 3:15 o'clock Thursday afternoon, November 15th, N. E. High School, A. D. Morrison, acting secretary.

Chairman stated the objects of the School Board Division, gave a few reasons why this department should be of vital interest to the members of school boards as well as to the schools of the state. The school boards levy the tax, distribute it when received, employ the teachers, provide supplies, provide buildings and equipment, this being true the duties of one Board is identical with that of another Board, and differ only in degree. The school laws of the state need re-writing and if the school boards of the state were united this very desirable thing could more easily be obtained. He also spoke about the hope that the various county school boards when in session would elect a delegate to attend the next State Teachers' Association.

A. D. Morrison spoke on the qualifications of a good school director. His remarks were to the point and were well received.

Mr. Frank Hamsher, of Webster Grover, read a very interesting paper on the "Value of Medical Inspection in the Public Schools." The interest manifested by those present indicated that teachers, principals and board members present were much interested. So many questions were asked about this subject that the entire program could not be carried out owing to want of time.

The following officers were elected for the year 1918:

Chairman, F. B. Miller, Webster Groves.

Vice-Chairman, Arthur A. Hoech, Wellsville.

Secretary, Allen D. Morrison, Green City.

No further business appearing the meeting adjourned.

F. B. MILLER, Chairman, Webster Groves.

SOME POINTS IN FAVOR OF THE JUNIOR HIGH SCHOOL.

By G. W. Diemer, Excelsior Springs, Mo.

Without question the most marked and phenomenal development in American education of the past decade is the general acceptance of the junior high school program as an integral part of the public school system. Ten years ago the junior high school idea was unknown to the vast majority of teachers and superintendents in the United States. Today every progressive teacher is informed as to its organization and purposes. In a study conducted last year by Supt. C. C. Bingham, of Goldfield, Iowa, 209 of the smaller cities claimed to have junior high schools. His questionnaire did not, of course, reach all of the smaller cities that are attempting the junior high school plan, nor did his investigation reach the larger cities, many of which are inaugurating the plan. So that the number of junior high schools at the present time in the entire country is several hundred. The exact count is not obtainable. Many school systems claiming junior high school organization probably have adopted merely departmental teaching in grades 7 and 8. Accepting the definition that "a junior high school is an organization of grades 7 and 8, or 7, 8 and 9, whether housed with the senior high school or separately, to provide means for individual differences, especially by an introduction of prevocational work or of subjects usually taught in the high schools," many schools claiming to have the plan would no doubt be dropped from the list. Even discounting the number materially, there remains a remarkable number of well organized junior high schools, representing thousands of students, hundreds of thousands of dollars in building and equipment, and, above all else, a revolution in the organization of every system where the plan has been adopted.

Why this remarkable spread of the junior high school idea? When your chairman wrote me that he desired that I should read a paper on "Points in Favor of the Junior High School," he added this statement and question: "I should like to find someone opposed to the plan to state arguments against. Have you anyone to suggest?" In my reply I stated that I had never heard but one school man of prominence opposed the plan, and that was our Dr. Meriam, of Missouri University, before the Educational Council two years ago. Dr. Meriam, however, stated that he had been trying for years to find some arguments against the junior high school, but frankly he had never heard nor read any that had been advanced. I state this to show how few are the arguments that have ever been found in opposition to the plan. On the other hand, the arguments for are sane, sensible and convincing. When three years ago I placed before my Board a circular letter from Commissioner of Education Claxton, setting forth the arguments in favor of the "six and six" plan, the members of the Board, to a man, were at once convinced of the desirability and practicability of the plan, and after some discussion decided to inaugurate a campaign to secure the necessary funds from the voters for building and equipment.

What are some of these arguments which have won the support of so large a percentage of educators and school authorities? I shall state some of the arguments and as I do so you will pardon me if I undertake to prove some of them from the light of my own experience.

The first argument usually advanced is that the adolescent period for a great majority of children has begun by the time they reach the 7th or 8th grade and therefore, the secondary school period should begin with the seventh grade instead of with the ninth grade. The adolescent child should no longer be placed with elementary school pupils and taught according to elementary school standards. He feels out of place among elementary school pupils and does better work if placed in a school composed of adolescent children and organized on a different basis from the elementary school. I am personally convinced of the soundness of the argument although I may not be able to establish adequate grounds for my convictions. I simply know that in my own school, I can testify to the unusual interest and splendid school spirit manifested by our seventh and eighth grade boys and girls—the best I have ever seen in these grades. I could not make such an assertion for the year prior to the organization of the Junior high school.

Second, the junior high school makes it possible, under a strictly departmental plan, to secure the teachers who are specialists in their particular fields, and thus insure a higher standard of teaching efficiency. That this argument is sound is unquestioned. No teacher is capable of efficiently teaching all of the subjects of the seventh and eighth grades. But if one teacher can teach the language group, another the mathematics, another the citizenship group, etc., it becomes inexcusable for her to do poor work. In other words, if good teachers have been selected, the departmental plan insures good teaching in every subject. My personal experience at Excelsior Springs has proven this argument to be sound. With the same teachers (with one exception) in charge of the English, Mathematics and Citizenship that had formerly taught all the subjects for a given grade, I should say that the results in these subjects are from 50 to 100 per cent superior to the results under the old plan.

Third, the junior high school plan makes it possible to offer an enriched and more diversified course of study in grades 7 and 8. Superior and more practical work is done in every subject and more subjects of a vocational nature can be offered. Aside from English, Mathematics and Citizenship, well organized courses in sewing, art, music and some commercial work can be offered. Some election of work is advisable. In the seventh grade, possibly one subject should be made elective. Superintendent Herbert S. Weet, of Rochester, N. Y., has found it advisable to offer no elective work before the second semester of the seventh year, which is probably the wisest plan.

Fourth, junior high school organization makes possible superior grouping. If as many as 60 or 70 pupils are enrolled in a grade, each grade should

be divided into three sections. In section number one, the strong pupils are grouped; in section two the medium pupils; in section three the weak pupils. The nature and amount of work should be assigned, adapted and taught according to the average ability of a section.

Fifth, under the junior high school plan more pupils will continue in school. This has clearly been demonstrated in our situation. Prior to the organization of our junior high school the seventh and eighth grade enrollment for the two previous years was at no time over 66 2/3% of what it has been at any time since. Again, the enrollment in grades 7 and 8 has been, for the three years since the organization of the junior high school, from 85 to 100% of the enrollment in grades 1 and 2 of the school system, showing a remarkable continuation in school. Again, the enrollment in the ninth grade has steadily increased, and this year is 33 1/3% higher than it was two years ago. The Senior High School enrollment has increased 75% in the past two years. These increases are, of course, not due entirely to the Junior High School, but in a very large measure they are, and there is not the least doubt in my mind but what the junior high school plan, if generally adopted, would increase continuation in the senior high schools of the country to a large degree. This observation has been made by junior high school men generally. In the September, 1916, number of Educational Administration and Supervision, Superintendent Weet, in the conclusion of his article dealing with Rochester's Junior High Schools, makes these significant statements:

1. It has thus far increased by 15% the number of pupils who have remained for eight years of work. This argues well for the reduction of eliminations from the seventh and eighth grades.

2. It has increased from 51% to 94 1/2% the number of pupils who have completed the eight years of work and who are still remaining in school.

Sixth, junior high school organization engenders a more ladylike and gentlemanly spirit among the boys and girls of the seventh and eighth grades and makes them to feel a higher degree of group responsibility and civic duty. The seventh and eighth grade boys and girls lose much of the childish lawlessness of spirit so often characteristic of the seventh and eighth grade boys and girls. They catch the community spirit of the senior high school, and desire to co-operate with one another and the teachers for the good of the school. All of this tends to make nil the problem of discipline.

The arguments which I have stated in favor of the junior high school are stated and proved in skeleton form. They are not complete, and to them could be added many other arguments equally sound. I have not endeavored to develop a lot of high sounding pedagogical or psychological theory in proof of the soundness of these arguments. "The proof of the pudding is the eating thereof." Though my experience may be limited as a junior high school man, I believe it has been extensive enough to test the arguments which I have stated and remove from my mind any misgivings which I may have had three years ago with regard to the advisability of attempting to establish a junior high school in Excelsior Springs. My experience has been the experience of every junior high school man with whom I have ever talked.

In conclusion allow me to state that I find no sound arguments against the junior high school. I am more converted to the idea than I have ever been. As in every new plan, no difference how good, there are many problems to solve—many difficulties to surmount. Oft times these problems and obstacles are mistaken for adverse or negative arguments. In my two years' experience with the plan I have found no problem which, in my opinion, is unsolvable. Many of them I have not solved, but under other conditions I know that they can be solved. And so, I would affirm my faith in the junior high school movement, believing that it has in it a panacea for many of the ills of the old "8 and 4" organization. Though not a prophet I believe that the "6 and 6," "6-3-3," "6-2-4" plan, or some other form of school organization containing the junior high school idea will eventually be universally adopted.

ADJUSTING THE SCHOOL TO CHANGED CONDITIONS.

By Superintendent L. McCartney, Hannibal, Missouri.

Conditions that have arisen on account of the war and that will follow after the close of the war will make many demands for readjustment of school work. All the people, adults as well as younger, must be taught food conservation in order to husband the available supply of food for use in our own country and elsewhere. Boys and men must be trained for agricultural work in order to increase the production of food. The schools can do a great work in the special training needed for this work. The Junior Red Cross Society, organized expressly for the purpose of doing Red Cross work in schools, will afford another large field of activity for instruction and for actual production of articles that will be needed in army camps.

The United States Government is issuing a series of pamphlets containing lessons on patriotism and community welfare. These lessons not only stimulate patriotism but give it an intelligent basis. They show the industrial and commercial dependence of nations upon one another, and demonstrate the impossibility of any one nation carrying on its present lines of business development alone even in its home land.

There are some special forms of technical training for army men that can be mentioned as suitable for school authorities to give. Work of this kind may be done in teaching telegraphy and photography to men who wish to enter the Signal Corps of the Army. There is also an increasing opportunity for schools to serve a patriotic purpose in giving special preparation for clerical positions in government offices.

One of our greatest needs as a people has been shown to be a systematic training in physical development. The schools can hardly render a better service to Our Country than by conducting systematic training in individual health and physical development and also in community sanitation. This is not only true during the war, but it will continue to be true afterwards. If we are to have a strong and virile people, the schools must teach the importance of sanitation and health in every community and must stimulate the people to reduce this instruction to concrete form by the enforcement of laws promoting public health.

After the war closes we shall need a vastly wider scope of vocational education than has heretofore been given. Our people must be trained to do the kinds of work for which they are fitted and to do that work in the most skilled manner. The economic adjustments of our industrial life as well as the interest of each individual man or woman will also call for vocational guidance on a comprehensive scale. The appalling waste of human energy that has been characteristic of American life, must disappear.

The example set by the schools of London, England, may well be considered by us in this connection. As soon as the war began the schools of London were reopened, although the regular vacation had not yet ended. Many schools immediately began making articles for boys who had formerly been their pupils. Within a few months this vast activity taken up voluntarily at first was definitely organized by the department of education and also conducted in connection with the military.

HOW SUPERVISION MAY IMPROVE TEACHING.

By Co. Supt. Geo. K. Gilpin, St. Joseph, Missouri.

The successful operation of a school system involves the organized efforts of a number of individuals toward a certain common end. No system of schools can run successfully without some kind of supervision. It matters not how skillful the teaching, how excellent the equipment, or how perfect the curriculum, there must be over it all some competent authority to unify

and direct. Left without necessary supervision the schools are like a complex factory system possessing a supply of material and a full quota of workers, but lacking overseers and foremen to direct the operation. Such a system of manufacture would result in great waste, and would end in financial disaster. As in other social institutions, the highest degree of efficiency is secured by centralizing authority and responsibility in a single individual. In some systems, I am sorry to state, both the power and responsibility of the superintendent of schools are almost negligible factors; the office is merely a shop for the purpose of gathering statistics, and concerned only with the clerical and mechanical functions of the office. This is especially true of the supervision of the rural schools. The tendency in all schools is toward a stronger and closer organization of educational forces within the limits of a conveniently large working unit. The city system represents this type. The rural school system must necessarily be much looser in its organization because of the difficulty that confronts a single head in governing widely separated units.

One of the most difficult problems connected with the supervision of schools is the selection of suitable teachers when vacancies occur. This calls for great care and good judgment. Many questions naturally enter into the selection of teachers. It is the place where the superintendent must hope for the best. The school boards should in most cases place the selecting of teachers in the hands of the superintendent, or, at least, consult with him before employing new teachers. The superintendent is often confronted with the fact that the board cannot pay the price that should be paid to well trained and successful teachers. General testimonials must be given some consideration in regard to new teachers. The good things that are said must be considered as well as the important things that are omitted. A careful investigation should be made by the board and superintendent, of all new applicants for schools, when it comes to selecting teachers from the state training schools and other institutions of learning. These institutions should be consulted in regard to the standing of the candidates, and these schools should be held responsible for their recommendations.

Improved conditions in teaching cannot come about in a haphazard manner, but must be worked out along systematic lines. I do not believe in destroying the individuality of the teacher, but I do believe that unquestioned obedience is the first rule of efficient service. The class-room teacher owes this to her supervisors and whenever she cannot yield, her resignation should follow. I mean that the superintendent or supervisors should have their work mapped out in order that the teachers may know exactly what they are supposed to do. Teachers should fully understand at the beginning what they are supposed to accomplish. The supervisor should see that the work that he outlines for the teachers is done.

Pupils must be taught certain facts, drilled into certain habits in each grade. The superintendent demands these results of his principals, the principals pass on the demand to the class room teachers, the class room teachers exact the required work from the pupils. A group of unorganized teachers, each working independently and unsupervised might secure the same results, but the chances are strongly against this supposition. Working under proper supervision, means economy of school administration. Supervision must direct all the workings of the school and to stand for it before the patrons. The supervision of schools should have an ideal toward which the school is developing. This ideal is expected to be in harmony not only with the general educational policy of the district, but, also, with the best thoughts in regard to the training of youth.

The supervisors of schools should seek the advice and co-operation of the teachers in all important questions relating to the discipline of the school. Supervisors should protect the interests of their teachers to the extent that such protection is due and within their province on all matters pertaining to their material and physical well being, their professional and social interests and advancement. A supervisor should interest himself in a sincere and sympathetic spirit with the peculiar problems that come within the teachers' sphere of work. To this end he should familiarize himself with their work

by observing their manner of instruction and by advising with them concerning their plans, their hopes, and their difficulties. He should counsel, admonish, warn, commend, and vindicate them and their work, as occasion requires and in the same spirit of sympathy and sincerity.

Meetings should be held for teachers, and the superintendent should have definite ideas to present to teachers at these meetings in regard to all work relating to the welfare of the school. All plans should be discussed and freedom of expression should be permitted, but, when once a course of action, or a policy is decided upon, the superintendent must see that the teachers work together for its accomplishment. Proper supervision will have all forces pulling together and these forces will share together the struggle of severe conflict, the exultation over victory, and the pains of defeat. The result of such a spirit upon the school as a whole is inevitable. If discordant elements have existed, they will be eliminated, the spirit of helpfulness, of co-operation, of loyalty to the school, will become contagious.

Given a system of supervision with teachers, and supervisors properly qualified, with a sane effective scheme of organization and working with unity of purpose; given a proper motive for the work of the school and for the differing types of pupils in it; given a worthy ideal for the whole life of the school as a whole, you have a system that means an uplift to the community.

My points so far have related mainly to city schools, but the same ideas should be applied to rural schools. It has been said that many large cities are over-supervised. In many places we have city superintendents, assistant superintendents, ward principals, and supervisors for every different thing taught in the schools, which in most cases is really necessary to secure the desired results. But it is certain that the rural schools are not overburdened with supervision. The same is true of the small town schools. In the rural school, the superintendent has a large amount of office work and the supervision of from 50 to 200 teachers who are scattered over a whole county. Of course almost any kind of a superintendent will do some good, but the rural school teachers in most cases need more assistance than city teachers and as result of this system the county superintendent cannot spend much time with the teachers in the rural schools discussing their problems and inspecting their work. Much of the supervision must come through the office, which is usually crowded with people. At least one competent assistant should be provided for each 25 or 30 teachers under the jurisdiction of the county superintendent. This would give the opportunity to inspect the rural schools and to give the rural teachers the necessary assistance. There are men and women of the required training and ability to fill acceptably these places in the rural schools. It only remains for us to surround the supervisory offices by such conditions and support them with such social and financial rewards that the highest type of ability and devotion can be claimed for these most important of all educational positions.

THE JUNIOR HIGH SCHOOL,—POINTS OPPOSED TO IT

By C. A. Greene, Webb City, Missouri.

In taking the negative side of this question I am well aware of the fact that the implication, at least, is often made by the advocates of the junior high school idea that those who espouse the negative side of the question are either ultra conservative, non-progressive or out of date. Personally I have many times looked with favor upon this or any other movement that would give a little more attention to the grammar grades of our schools by devising some scheme that would keep the pupils of those grades in school better. But I am not ready, as yet, to credit the junior high school idea as being the panacea for all the ills, perplexities of curriculum, dropping out of school, etc., of the grammar grades under the present system and organization. On

the contrary, however, I do not want to say that there is some need for re-adjustment to be made, especially in the elementary grades, for the needs of both the pupils and the community. The social and industrial life of the nation seems to have outstripped our educational systems in meeting the demands of the times. However, since the nation's growth, prosperity and advancement have been concomitant of, and dependant upon, the educational systems of the past and present, it naturally makes the average educator a little conservative about throwing away entirely the old plan that has gotten some good results in spite of the employment of the so-called out-of-date methods to secure them. My purpose, therefore, in this discussion will be to advance several reasons as opposed to the adoption of the Junior High School idea.

By a reference to and examination of some high school and college catalogs issued thirty years ago, one will note that the high school curricula in those days are now found to make up the course of study quite largely in the seventh and eighth grades of the modern grammar schools; that the college curricula of the freshman and sophomore years now comprise the last two years of the modern four-year high school. A further crowding process is in evidence in some localities where the eighth grade has been eliminated entirely. But this concession to the impatient and nervous business world has not been sufficient, and they, thru the colleges which they are pressing hardest for early graduation, are asking for vocational and prevocational training in the high schools, and now even in the grammar schools. Fathers and mothers are quick to take up the idea offered by non-educators to hurry Johnny thru school so he can get a job and help make a living. And in the past five years, on account of the uninterrupted rise in the cost of living, it is difficult to argue with those people when the bread and butter argument ever looms before them. It is like trying to give a moral lesson to a man when he is hungry. This popular unrest and uncertain support of the present system of public education has put the educators to task to devise some means of satisfying the desires of the restless populace and to appear as continuing to hold the reins of educational progress. In other words the junior high school idea is not new from the standpoint of discovery, but is simply offered as a remedy for the demands of the colleges and technical world to get the students thru school sooner and with some special training along vocational lines. But the school men, naturally thru pride, being unwilling to appear as having been goaded into accepting a plan for early graduations and prevocational training, have scurried around for some good reasons for trying out a new plan for the upper grammar and lower high school grades which is denominated the Junior High School.

The first point usually advanced by leading educators who espouse the affirmative of this question, is that when a student reaches adolescence, he needs a different discipline, a new atmosphere, and a prevocational curriculum. A sudden discovery has been made that boys and girls reach the period of adolescence in about the seventh grade, and a new program of action is necessary to cope with the new boy and new girl, as it were, who have bloomed into manhood and womanhood.

The following table will doubtless be of interest as showing some figures as taken from the Hannibal and Webb City school reports for the year 1915-1916:

	Per cent of pupils in 6th grade over 12 years old.	Per cent of pupils 12 yr. old who are below 7th Gd.	Per cent pupils 13 yr. old below 8th grade	Per cent pupils 14 yr. old below 9th grade.	Per cent pupils in Jr. H. S. over age
Hannibal	62	73	71	54	69
Webb City	67	71	77	70	43

If, therefore, the question of adolescence is a principal reason for establishing the junior high school, then such a school should be provided for the sixth grade in the Hannibal and Webb City schools where practically two-thirds of that grade's enrollment is composed of pupils who are twelve years old or older. But not only that, about one-third of the fifth grade pupils in the same schools are twelve years old or over, and from the adolescent viewpoint, a segregation of those pupils should be provided with junior high school advantage.

"Again, the advocates of the junior high school are generally urging that the great change in our young people comes at twelve and not at fourteen; that the age of twelve marks the time in the child's life when he puts away childish things and becomes a man. This, from 'scientific men' sounds queer. Common people know without asking 'educators' that these great physical and spiritual changes come at about the age of fourteen in our latitude and climate. In the tropical south, the time of change arrives earlier; for the north it may be delayed; but, for the great majority of our young people, it comes at about fourteen." Mr. G. Stanley Hall in his work on adolescence expresses the desire that his book "may directly and indirectly help the young to exploit, aright all the possibilities of the years from fourteen to twenty-four, and safeguard them against insidious dangers." Mr. King in his "High School Age" says, "These physiological changes are the more important for our study because they occur at the time when an increasingly large number of boys and girls are finishing their grammar school course, and are entering higher schools or else dropping out of school altogether." Dr. Aldred Scott Warren in his "Sex Pedagogy in the High School" says, "For the boy, at least, the period of puberty is usually coincident with the years spent in the high school," and not in the grammar school. The authorities above cited, therefore, show that our junior high school advocates are scientifically in error as to the age of adolescence. But in addition to this, "if we should accept the age of twelve as a 'change' period requiring a new and separated school organization, we must remember that there is another 'change' period about the 9th year; we must make another sub-organization and establish still another school in a separate water tight compartment for children of that age."

The next point usually made by the proponents of the junior high school is the vocational or prevocational curriculum. I consider this, in the main, their strongest point, and yet fraught with the greatest danger of revolutionary tendencies to the educational, social and civic life of the community.

Children at twelve years of age are seldom fit to make a choice of a life career; parents and teachers are seldom fit to make this choice for them at that time. Most of those who advocate early vocational differentiation are not thinking of their own children. Of course a broad and liberal training is presupposed for them. These opportunities for early vocational choice are for other people's children. The changes even of pre-adolescence often put a very different face on matters in two years, and choice made at twelve will often be made and should be remade at fourteen or later. But the two years between twelve and fourteen are invaluable for vocational guidance at a time for reflection and for obtaining information before children are forced to the iron gates of decision.

But what do the people think about these ideas of vocational training between twelve and fourteen? Five years ago the Minneapolis trades unions, and four years ago the Illinois Federation of Labor adopted a report of its educational committee opposing vocational differentiation prior to the age of fourteen.

But there is still a greater reason than any of those previously given why this type of a six-year high school ought not to be permitted to gain a foothold among us. The superficial reasons for a public-school system are utilitarian and economic, but the deeper reasons are social and political. Every man pays school taxes to help train every child of the state as an intelligent citizen. More important than the knowledge which is so important to intelligent citizenship is the sentiment of real democratic equality, and a

knowledge and **understanding** of each other and an interest in each other on the part of **all** our people,—not merely the liberally educated, not merely the workers in industry or in commerce, but **all the people**. There is enough scramble and selfishness and merciless competition and conflict of interest after the youth leaves school for the work of life; there is enough tendency to social separation and exclusiveness if we do the best we can. But to push downward by two years the time when our children in the people's schools are separated into groups, largely if not wholly according to this "future probable employment," is little short of criminal by those responsible for it, and nothing short of a calamity to us in our national life. The separated high schools of today where industrial and liberal high-school courses are followed, by separate groups of pupils in different buildings are bad enough; but to begin the stratification of prevocational tendencies, and the cleavage of social life is planting the seed of revolution against democracy. "If," in the language of Mr. Bagley, "the junior high school movement is based upon the assumed virtues of vocational differentiation at the age of twelve, it is simply the first step toward Europeanizing of a democratic school system, which with all its faults, has still constituted an 'educational ladder with its base in the gutter and its tip in the university.'"

The American public school system is the anchor of hope of free institutions. I am opposed to a plan of social segregation in the public schools that will make "the butcher, the baker and the candlestick maker" become imbued with the idea that they have little or nothing in common. There is already too much tendency in our industrial life to become socially stultified which results in the clashes between capital and labor. Instead of brotherly love a feeling of suspicion and hostility arises between the social castes of industrial life.

The third point of advantage advanced by some of those favoring the six and six plan is that which proposes a common course of study for all children but proposes to cut the seventh and eighth grades away from the grades below for disciplinary reasons. While possibly accompanied with less dangers than the differentiated curriculum plan, yet it does bring with it serious dangers nevertheless, and is wholly unnecessary. Not only can the necessary improvements and reconstructions be made resorting to the six-and-six plan, yet they can be made more advantageously with an eight-year elementary school.

"The **End** of the elementary school is a natural stopping place. If the common school ends with the sixth grade, a far greater number of pupils, especially those who are over age, will wish, or will be urged by shortsighted or greedy parents, to leave school, than will be the case if the elementary school stops only at the end of the eighth grades. This does not need argument; every practical school man knows it." And yet one of the anticipated hopes of those favoring the six-and-six plan is that the new plan will be so attractive as to keep pupils in school better.

If the six-and-six plan is to be accepted as our type, a general reorganization of the schools everywhere will be necessary. This will require in many, probably in most places, the erection of special buildings for the new type of school, with new and expensive equipment and furnishings. It will require the appointment of teachers of the high school type and with the high-school standard of salaries. A good many experienced parents will wonder how much better off boys and girls in their thirteenth and fourteenth years will be if placed in charge of high-school classes in the earlier years; they will be sure to raise the question at once as to how much better and more wisely the entering high-school students will now be handled under this new plan by the high-school teachers under high-school conditions than the same pupils have been handled by grammar-school teachers and principals in the later years of the grammar schools.

The cost of high-school buildings is very much greater than that of entirely satisfactory grammar schools; the cost of instruction of high-school students throuth the country approaches, if it does not reach a figure twice as great as that for pupils in elementary schools.

Again the difficulties will be further increased by the fact that only the larger towns could or would organize in accordance with it. This would also cause endless trouble and loss to pupils transferred from large to small or from small to large school systems.

But to one who studies the six-and-six plan from the standpoint of the needs of the community and the needs of the pupils, the plan is seen to be wholly unnecessary. The present common organization of the grade schools presents within it the possibility of all the reforms which are necessary.

"The American common school has not always been high in economic efficiency; it has not always given back dollar for dollar the value that was put into it. But as a nursery of democracy no instrument has ever equalled. For four generations, it has been transforming the children of Old World immigrants into American Citizens. It is more important to the perpetuity of American institutions than any other agency. Imperfect as it has been, it is indispensable."

Not desiring within the compass of this paper to suggest all the improvements and readjustments that can be made in the present eight-and-four system, I will say however, that a great deal of our trouble lies in the fact that we are looking upon all the ills of education as curriculum ills, when, in reality, many, if not most of them, are teaching ills. And in the improvement of conditions in the seventh grades this matter will need some attention, but hardly, I think, from the high schools and colleges. If, therefore, the problem of differentiation to meet individual needs and capacities is a teaching problem and only secondarily a curriculum problem, then it seems that the teachers in these grades should be men and women to whom the art of teaching is something more than a topic for sneering contempt.

Summarizing we contend first that the school men have felt goaded, as it were, to devise something new to palliate the restless public and the pabulum they offer is the junior high school idea.

Second, if the period of adolescence as suggested by the proponents of the junior high school is a primary object for establishing such a school, then it should reach down into the sixth and possibly the fifth grade where such a large percentage of pupils are over twelve years old. But we contend, and have submitted competent authority on the subject to prove it, that the great majority of children reach the period of adolescence at fourteen and not at the age of twelve.

Third, a vocational program for the seventh and eighth grade does not meet the approval of federation of labor, and in addition to that, such a plan as that would put our boys and girls in social castes and tend to undermine the democracy of the people and the permanency of our free institutions.

Fourth, the six-and-six plan offers nothing in the way of improvements that can not more readily be made more economically under the present plan.

Fifth, the trouble or dissatisfaction in the upper grammar grades is due to inefficient instruction rather than the curriculum ills; that when teachers and school administrators examine themselves and test their own efficiency and sincerity, the curriculum will be found to be the least of their difficulties, and the haze of doubt and uncertainty will disappear like the mist before the morning sun.

THE RELATION OF THE SCHOOL DIRECTOR TO THE SUPERINTENDENT AND THE SCHOOL.

By Houch McHenry, President Board of Education, Jefferson City,

To manage with success the affairs of a large public school system demands ability of the very highest order, and can very properly be placed under the head of "Big Business." The average school director when first elected to that position can qualify only for the primary, and his future growth as a director is largely contingent on the manner in which he is shaped and moulded by a tactful superintendent.

A director who taught school for a term or two some twenty years prior to his taking office is quite frequently a hopeless proposition. If "A little knowledge maketh a man mad," then this man is doubly so if modern methods conflict with his preconceived notions of how the young idea should be taught to shoot.

Boards of Education are created for a definite purpose. Their work is to get things done rather than to do them. A great deal of unnecessary trouble and confusion would be avoided if this fundamental were definitely understood.

Now and then a school director becomes imbued with the idea that he has been ordained from on High as a second Moses to lead his superintendent and faculty out of the Slough of Despond, and to place their feet upon a broader better platform of fundamentals, promulgated and enunciated by him as the last word in the proper conduct of a public school system. But God had a definite purpose in withholding Moses from the Promised Land, and it is not for us to question why some men are permitted to thresh around "like a Bull in a China Shop."

As the operator of a Utility I hold my superintendent responsible for all matters coming under his jurisdiction. As a school director I am actuated by the same principle, and hold the superintendent responsible, and never, under any circumstances, would I presume to tell him how he should handle the principals and teachers under his charge.

He is the chief executive officer and as such should be recognized by the Legislative branch. No member of the board should interfere with him in any way in the exercise of his duties as defined by law and regulations.

School boards will assemble on the average not more than twice each month, and in the very nature of things they cannot be in touch with the details of the management of the schools. If I am asked what qualifications fitted one to serve as a director, I should say first that he should be childless. Otherwise if the apple of his eye does not bring in a favorable report concerning the superintendent and teachers it is a case of thumbs down for them, and they have a long, tedious road ahead if they are ever to climb back into official favor.

I believe that the teachers should be nominated by the superintendent as the members of the board usually are not properly equipped to judge the relative qualifications of the various applicants. Of course the board reserves the right to disapprove of nominations thus made, but it should exercise the utmost caution to the end that personal likes and dislikes do not bias their judgment.

The head of the school is the superintendent and board members should not attempt to dictate his policies or listen to complaints from principals and teachers. One's usefulness in that capacity is greatly impaired, if not absolutely destroyed, by acting as a clearing house for disgruntled principals and teachers. I do not want to be understood as believing that the superintendent is always right. Far from that. But he alone is responsible to the board.

If there is dissatisfaction in the corps of teachers, if harmony and the spirit of co-operation are absent, in some cases, it can be traced to the fact that this or that teacher owes her appointment to a certain member or members of the board and are not giving to the superintendent the loyal support due him.

The lines of demarkation between the superintendent and the board are well defined, and the overstepping by one or the other will invariably lead to trouble. A board of directors cannot run a railroad successfully and must necessarily delegate that authority to one individual who will be held responsible by the directors. This is true of our schools. Board members are not elected to their positions as educators, but as business men, and when they presume to pass upon the educational qualifications of this or that teacher they are very soon in deep water.

The superintendent occupies a position of peculiar responsibility. He is the intermediary between the public and the school. He must verify the validity of the demands of the community and must reconcile those demands

with educational possibilities. It is he who is in a position best to understand the various technical educational matters.

The responsibility must necessarily be placed upon his shoulders, with those less expert sitting in advisory capacity. In thus placing responsibility upon the superintendent the board is not thereby relieved. They must approve or disapprove of the results of his labors. In order to judge wisely they must be in contact with the schools. They must know something of his actual labors, not his mere statement of them. Unless they know rather intimately the way their suggestions work out, in actual educational practices they are not in a position to approve or disapprove of his decision.

The superintendent must be broad minded. He must see to it that the workmen under him mold and develop their charges as does the nimble fingered potter mold and shape the clay within his hands. He should be a pattern and a guide for the children of his community; but he should not hold self too much aloof from the world. While he should not be of the world worldly, it is right and proper for him to take a decided part in commercial and civic affairs. He can be a power for good along these lines but too often he passes on the other side. I am glad to say, however, that this criticism does not apply to our superintendent. "Barkis was never more willing" than is Baker, to do his part.

The graduates from our public schools are better equipped each year to face the inevitable struggle to gain a foothold in the affairs of the world. Life itself beckons from above as we climb the ladder of knowledge step by step, and the source from whence this inspiration flows must be ever just a little farther up the ladder. We are living in a practical age, and to succeed one must have a practical education. A very small per cent of our high school graduates enter college. This is due very largely to the fact they are compelled to enlist in the ranks of the bread winners and are necessarily deprived of the advantages of a college course.

The teachers deserve our respect and esteem. They are the salt of the earth, and they have not lost their savor. They are turning out each day the finest finished product the world ever saw. When God made man He made him just a little lower than the angels, and great indeed is their responsibility.

Teaching is, I might say, the most honorable occupation in which anyone can engage. It is the most self-respecting business on earth. No profession offers such constant inducements to be honest, truthful, humane and intelligent. The teacher has the greatest of all opportunities for the development of high character, and it is an excellent preparation for any other career.

The President of the United States was a teacher and I believe he is a better president because he was first a teacher.

Man's education from the cradle to the grave is never finished. Then how necessary it is that the proper foundation be laid. No reform is of much value that is not begun with children. I cannot conceive of a greater reward that can come to one, than to sit at the feet of him who has become a leader of his people and know that you had a part in developing his character.

Today a world is bathed in blood and tears. Our country has been drawn into a conflict the like of which was never known. God is on His throne, but the devil and his cultured representative have plunged a world into misery and woe. Fathers and mothers by the thousands have laid their lives upon the altar of liberty. The teacher must take the place of these fathers and mothers if the lives of the orphans of war are to develop along the right lines. There is a wonderful opportunity with the great responsibilities, and they can be relied upon to meet the emergency. And when the sands of time have run their course and the final summons comes, that peace which passeth all understanding will be their portion, and the angels will acclaim in the name of the Lord, "Come unto me ye who are weary, and I will give you rest."

DEPARTMENT OF GEOGRAPHY.

Chairman, C. E. Marston, Springfield.

Secretary, Samuel Bratton, Kansas City.

Meeting called to order by Chairman Marston on Friday afternoon, November 16th at 2 o'clock.

Miss Moina Prator of Springfield spoke on "Field Work in Geography."

Problem Studies in Advanced Grades was discussed by Prof. Philip W. L. Cox, Harris Teachers' College, St. Louis.

Prof. Mark Burrows, Kirksville Normal School, spoke on "The Picture in Geography;" Prin. L. W. Rader, Columbia School, St. Louis, on "Maps and Map Making;" and Prin. Virgil H. Jaudon, Emerson School, Kansas City, on "Consular Geographic Material."

Prof. M. E. Branson of the University of Columbia gave an illustrated lecture on "Life in the Southern Appalachians."

The following officers were elected for next year:

Chairman, L. W. Rader, St. Louis.

Secretary, Inez Wolfe, Kansas City.

No further business appearing the meeting adjourned.

C. E. MARSTON, Chairman, Springfield.

MABEL JUSTES, Acting Secretary, Carthage.

MAPS AND MAP-MAKING.

L. W. Rader, Columbia School, St. Louis.

I have here a carefully prepared paper in which I have traced this old art of map-making from its most primitive stage down to the present highly perfected maps. This story is a most fascinating one to me and I had hoped to make it so for my hearers, but am convinced after second thought that this is not what you wish.

Our discussions, I believe, have been entirely too extensive. No subject in the curriculum is more expansive than the subject of geography, and in our efforts to cover this vast field, we find the present state of geography an almost hopeless subject. We as teachers disagree, no two authors of textbooks take the same view as to what should be taught. Elimination and selection are the two things absolutely necessary at this time.

The need of the hour on the part of teachers and students of geography is a more intensive study and less of the extensive study. Each has its place. Extensive study has dominated too much in the study of geography. If the problematic method is to be accepted, then there must be more intensive study and less extensive since the function of extensive study is to create a problem, and the function of intensive study is to solve the problem.

Instead of making an extensive treatment of "Maps and Map-Making," I shall make a more intensive study of a particular kind of map, and I, therefore, desire to change my subject to that of "The Value, Use, and Cost of the Outline Map."

For the study of geography, I believe the three most essential equipments, are globes, wall maps, and outline maps. If but one of these could be had for the recitation room, I should prefer an abundant supply of outline maps to either of the other two, for in their absence a nice round pumpkin might be substituted for the globe, and for a wall map, a large map drawn upon the floor might be used with excellent results.

The full value of the outline map is seen only in the efficiency with which pupils read and manipulate maps after a continued, daily use of the map. The map is the most universal means of study in geography, and its full value is acquired by keeping in the hands of the pupil a sufficient quantity of these maps whereby the pupil, being given an accurate physical basis, may work out with his own hands, certain social or industrial conclu-

sions resulting from certain causes illustrated on the map. A skillful workman never learned to use a tool by a study of the tool that is hung on the wall, but by the use of it in his own hands. If we expect children to become skillful in the use of maps, they must not only read maps as they hang on the wall, but maps in quantities must be placed in their hands, not only to be read, but to suggest conditions from which the child constructs results or consequences which grow out of certain conditions.

For years we thought the child should make these outline maps. The result was the child consumed the allotted time in making his map, which, when made, was so imperfectly done, that we could not expect any clear thinking on the part of the pupil with so imperfect foundations upon which to build his conclusions. An accurate outline map giving the physical conditions producing certain social and economical results is, we believe, an indispensable tool in the study of geography and history. The problematic method makes its use much more essential.

Of its varied use we have not time to speak. When used intelligently it becomes a companion of the text book. Every problem propounded calls for its use. The third grade class is seen with a large map of St. Louis working out the source of the milk found each morning on the back steps; a fourth grade class is busy using a world-map on each desk tracing the origin of the food prepared for a Sunday dinner; with a fifth grade class a map of the U. S. giving the state as being used to test the pupil's ability to name at sight the different states; a sixth grade class is working out on a world map the value of the Panama Canal in the great commercial highways of the world, while another sixth grade class is showing on large outline maps of the Western region of the U. S., the great irrigating projects and results upon food productions. These are but a few of the many uses made of the outline map.

But you at once say, "Is not the cost of the maps prohibitive?" Our last purpose is to show that its use, because of cost is within the reach of each school in Missouri.

In this day of varied activity in school work, no school district having seventh, eighth, or high school grades can invest in a more valuable piece of apparatus than a printing press of small size. Schools having such plants have not only been able to furnish valuable training for certain types of boys not capable of mastering academic work, but also to provide an abundance of reading matter, outline maps, tests, etc., at a trifling expense.

An original plate seven by eleven inches may be secured for about five dollars. From this plate electro plates without limit may be secured for about \$1.75 each. From this plate two million maps may be run. Why may not a city, town, or county superintendent secure ten original plates, and from these plates allow any school or group of schools possessing a printing press to have made electro plates.

At the present high price of paper, a school having a small printing press may, by investing \$1.75 in an electro plate, provide outline maps at the cost of seventy-five cents per thousand. By owning the plate and having the work done at a printing office, they may be had at not more than \$1.50 per thousand. The maps when bought from publishers will cost from \$7.00 to \$10.00 per thousand. This price prohibits their use in quantities.

For efficient work in geography an abundance of outline maps are absolutely essential. Your boys are ready to provide them by the thousands, and in so doing will receive a most valuable training.

The writer has twenty-five or more original plates which may be borrowed for the purpose of obtaining therefrom electro-plates. By this plan you can secure for \$1.50 to \$2.00 a plate from which at least two million maps may be made.

A good teacher, with proper equipment for teaching geography, will soon save sufficient time which in salary will pay for the equipment.

THE PROBLEM METHOD IN UPPER GRADE GEOGRAPHY.

By Philip W. L. Cox, Harris Teachers' College, St. Louis.

So unified is the educative process, that one cannot adequately deal with a single phase, such as the problem, without referring to the nature of formal education. As civilization advances, it is necessary for society to insert a period of formal education, consciously preparing children for adult life. This can best be done by giving experience similar to those that the child should have as he grows older, except that the school situations are planned, guarded, modified, and idealized. Thus the school must offer situations in geography that require independent effort and group effort to solve them; hence the co-operative effort of the class for solving social problems.

Such social problems must be concrete; not a problem concerning the distribution of population in general, but why people crowd into the river valleys of southeastern Asia; not why are cities located in certain places, but why Kansas City has had such a remarkable development as a distributing center in the past decade?

This calls on history as well as on physiography; social questions depend on the competitions of men, their religious zeal, their physical prowess, their discipline, as well as on, maybe rather than on, the physiographic influences.

Dewey has pointed out that there can be no thought unless there is something to think about, a forked road situation, a decision to be made, and there must be a real motive for deciding which is the better of two reasons, or whether a reason is valid at all.

For example, take the sentence from a geographic reader: England keeps her cows in Australia, Canada and Argentina; cultivates her wheat in Manitoba, the United States and India; grows her cotton in the United States, India, and Egypt, spins it at home and in India, China, Egypt, and Mexico, makes her machinery in Germany and the United States.

What is the significance of this statement? Do you find your imaginations stirred? Do you feel a desire to examine the sentence again, to speculate on how this intricate situation has been developed? Does the U-boat blockade have a new significance?

With an adequate text at hand, one that gives an historical sketch, product maps, ocean routes, climate maps, etc., would we not want to consider some sub-problems; e. g.

1. Is it dangerous to develop such localization of industry?
2. If England made her machinery in Germany, manufactured her dyes there, did her printing there, had her capital invested there to its extent of billions of dollars, is it probable that she started the war?
3. Are England's colonies a source of wealth or of expense to her?
4. What kind of national organization is favorable to the building of such a world empire?
5. What has given England her great industrial advantages?
6. Why is England situated advantageously for world trade?

In the solution of such problems we would touch many economic laws. We would utilize important concepts, and it is only by such applications that they are mastered. Such problems are stimulating to all alert minds, and to many minds that the topical outline, the giving back of what one has read in the book, reciting does not discover to be alert.

However, let us make no mistake about the problem. It is only a stimulus, a challenge. It does not of itself provide good method. We must find the method in the use of the problem by the teacher to stimulate thought.

This calls for adequate motivation as a fundamental step; without the desire to solve the problem, the problem method is futile. And with a zeal to solve it, the problem is assured of success. A little skill in allowing the children to consider what suggestions are valid and what ones are most important, to encourage them to differ with the book, the teacher and to respect their own thinking, will carry a motivated problem through.

And in so doing, we are giving the children those experiences which intelligent citizens meet in life, and guiding them to respond as a social group to these situation, we are preparing them to meet the situations of life.

Truly, as Dewey insists, the school cannot be a preparation for social life, except as it reproduces within itself, situations typical of social life.

THE PICTURE IN GEOGRAPHY.

By Mark Burrows, Normal School, Kirksville.

All students in education are agreed that the more senses that are appealed to in the process of education, the better the chance for the impression to become permanent. Each art, such as music, drawing and the like, makes its own appeal. In the languages of education the picture comes most nearly to making a common appeal. The most common form of the photograph, and therefore the one to have the most influence in education is the half tone now found in practically every newspaper, book, or periodical.

Any live teacher can continually be making a collection of pictures from such sources, and from the advertising folders of railroad and steamship lines, manufacturing enterprises, etc., that will illustrate and vitalize many things in geography. To this collection may be added many photographs made from negatives made with the teacher's own camera, or from the borrowed negatives of one's friends who have traveled or worked amid interesting or unusual conditions or surroundings. To this collection may be added many souvenir post cards and a few purchased photographs of places of unusual interest.

Geography, as I look at it, should be the richest and liveliest subject in our schools. A majority of the pupils in our public schools do not go any further than the elementary school. Such pupils should have as large a view as possible of the facts that have to do with their environment and of their future. Geography, if vitalized and socialized, should be such a pupil's university course. It is the eye of history; it is the meeting place of the sciences. Consequently wherever the geography teacher looks he sees lessons in stones and books, in running brooks. His only embarrassment is to classify and arrange this abundant material and put it in pedagogical working shape. Edison claims that 97 per cent of our education comes through the eye. While I think that this is an exaggeration, all will agree that a larger part comes through this sense than any other. Nowhere else in any other subject can an abundance of pictures be so readily procured and used so successfully, I think, as in the teaching of Geography.

I have mentioned that the teacher who brings to his services his own work in photography may add largely to his effective working equipment of pictures. For that reason I shall first notice the photographic equipment needed by the teacher who would create a part of his picture equipment in geography.

A Picture Taking Equipment.

The processes of photography in the last few years have become so simplified, and the quality and convenience of small hand cameras has so improved that it is a far cry from the conditions that confronted the amateur photographer in the days of Oliver Wendall Holmes, who was a devotee of the art, when a camera and its equipment weighed seventy pounds, and the wet plate had to be prepared on the spot, and exposed and developed at once, to the day of the vest pocket kodak that weighs nine ounces, yet contains a film for eight exposures which requires but a fiftieth of a second of assistance from the photographer's "master and servant, the sun," and which may be laid away and developed months afterward.

From the films measuring but one and five-eighths by two and one-half inches, a miniature print may be made, or almost any desired size of enlarge-

ment by means of a simple and inexpensive enlarging box. In addition to the portability of the small camera there is the item of cost to be reckoned with. Eight exposures cost 20 cents, while with 4x5, or postcard camera the cost will be about three times as much. Amateur photographers are rapidly coming to the idea of the small camera.

The writer's own experience is a case in point. On a recent trip thru the West a 4x5 eighty dollar camera was taken along, and a ten dollar vest pocket kodak. The greater number of more than two hundred negatives were made with the little kodak. It was easy to make a surreptitious snapshot of some of Villi's soldiers in Mexico, of a charming spot in the great exposition, or a tumbling cataract in Yosemite with the little kodak, which for the most of the time was lost in a coat pocket. Many of these pictures would have been lost had the dependence been placed on the larger camera as it takes some resolution to carry a few pounds continually in one hand.

The Stereoscopic Picture.

Of the various forms of pictures that may be used for study purposes in schools the stereoscopic pictures (stereographs) are the best. One reason is that those pictures supply the missing third dimension of the ordinary picture. The ordinary single view picture lacks depth. It is only by training ourselves in the principles of perspective that we get proper conceptions of distance, roundness, solidity, etc. In the ordinary picture we have a suggestion of these qualities; in the stereographs objects appear with all three dimensions, or as solids, as in nature. We appear to see the picture natural size and at proper distance—the stereograph card apparently serving as a window thru which we look out at the object, or beyond.

While looking at the picture thru the stereoscope it is easy and natural for pupils to lose consciousness of immediate surroundings and to gain experience of seeing, of being present at the place themselves. For individual and intensive study nothing can equal the stereoscopic picture. Stereographs and the stereoscopes, because of their lightness, simplicity, and accessibility are very convenient, and a sufficient supply of the instruments and the pictures may be easily carried from the common source of supply to the room where they are needed. The moderate cost of the pictures and the instruments for viewing them place them within the reach of any enterprising school board. Then there is hardly anything to deteriorate with use.

How to Use Stereoscopic Pictures.

As in all other teaching plans, the slipshod, standard should be avoided. The very attractiveness of the pictures suggest caution in their use. They should be considered as an improved form of text and the same diligence and systematic habits of study and observation must be employed as in other forms of serious school work. The writer has used the following four plans:

The Study Hour: The pictures bearing on the topic under investigation are started around the class, each pupil having an instrument. Each child studies the pictures as they come to him. This works very well in the lower grades. A better plan, except for backward pupils, is to place the pile of pictures at a table, and allow the pupils to go to the table for a study of the pictures after they have accomplished their textbook assignments.

Outside Regular School Hours: The pictures may be placed at a table and the pupils encouraged to use before and after school. Sometimes it is advisable to lend an instrument and pictures for home use.

Reference Library Method: Where there is a well equipped library with a librarian in charge the pictures may be placed there with the books for supplementary reading, and notes made both of the readings and observation thru the picture study. This is one of the most satisfactory plans for high school work.

Class Recitation Plan: I have found this plan the most satisfactory on account of its regularity, and because a more intensive study can be made. The pupils will find a good many things to inquire about, and the teacher is

there to explain—that is, the right kind of teacher who has carefully prepared by having studied the picture in advance, and otherwise informed himself as far as possible of the subject being studied. In this plan each pupil is furnished with an instrument and a picture, and after a given interval (the length being governed by age of pupil, and amount of notes made) at a signal each pupil passes on his picture to the one at his right, and begins the study of a new one. I might illustrate this by the study of the iron and steel industry.

One group would begin with the mining and transportation of the ore; a second group with the process of making pig iron; a third with the new process; a fourth with the Bessemer process of making steel; a fifth with the open hearth process; a sixth with manufacturing processes, such as molding ingots, the use of the blooming mill, the trip hammer, the plate mill, etc. By having these group divisions no pupil would have to wait long for the consecutive numbers of a group, and all would be busy and interested all the time. At the close of the period, if the work is not finished, the pupils make a note of the name and number of his last picture, and on the following day within a minute of the time the work of distribution begins all are busy again.

The Stereopticon and Lantern Slides.

For class recitations, in certain studies for reviewing purposes, and for special occasions the stereopticon is a well nigh indispensable equipment. As a means of entertainment, and for illustrated lectures on special occasions, the lantern has long been used. As a means of regular class instruction there have been several handicaps—the lack of the right kind of slides, a lantern free from complexities, a schoolroom that could be darkened sufficiently in bright sunshiny weather, and an available source of illumination. Recent improvements in projection equipment have rendered these objections of much less weight.

It is now possible to secure sets of slides on almost every phase of instruction. Two of the leading producers of lantern slides have on the market classified and cross referenced sets of slides of from 600 to 1000 in number, and dealing with 25 or more leading subjects. Many of these slides have been selected with a view to a value in illustrating several subjects. For an equipment for work in the elementary schools there is nothing better than one of these sets. For working the high schools special sets may be used on almost every phase of history, science, fine art, sociology, and literature. It is possible to secure loan sets from the Kirksville Normal School, from the University of Missouri, from the U. S. government, and from many other sources.

Lantern Slide Making.

Every well planned high school building should have some part of the science division equipped with a small but convenient laboratory for lantern slide making. Anyone versed in the simple technique of negative making in photography and with a knack for such things would have but little trouble in becoming an expert slide maker. The apparatus needed will be (a) a camera with a ground glass back for focussing, and a plate holder fitted with an inexpensive kit for holding lantern plates, which measure $3\frac{1}{4} \times 4$ inches. (b) Some sort of easel so arranged as to hold the picture or subject from which it is desired to make the slide. (c) A supply of lantern slide plates. (d) The usual chemical equipment for developing and printing.

An Ideal Combination.

The best possible equipment is a set of 600 to 1000 stereoscopic pictures with a supply of stereoscopes, and a like number of the same pictures in the form of lantern slides. By means of the stereographs an intensive study can be made; by means of lantern slides review lessons, discussions, and addi-

tional information by means of other pictures made into slides can be presented. One advantage in using slides is that the attention of the entire class is focussed on the one picture, so the teacher has but little to contend with in the problem of divided attention.

A Stereopticon Outfit.

Many good machines are now in the market. Where a machine is permanently installed on a table or lantern stand, some sturdy type of machine is best. Where portability or compactness is a feature a lighter type is more desirable. In general, as stereopticons are often used by those with scant knowledge of the laws of optics, electricity, and mechanics, a machine reduced to its simplest terms is best. As with cameras, the expert will delight in an instrument with all possible adjustments and accessories.

The problem of illumination should be considered. If electric current is available no other illuminant should be considered, as it is incomparable superior to all others. Until lately the electric arc was the best form, but recent improvements in perfecting specially made nitrogen filled bulbs of 1000 watts capacity place that at the head. The cost of running is less, as it operates on 9 amperes of current, while for the arc light 20 amperes of direct or 35 amperes of alternating current would be required. It is entirely automatic, noiseless, and clean. No special wiring or rheostat is needed. The heat is less, so the slides are undamaged by several minutes' use. The operator can give his attention to the slides, as there is no arc to feed or regulate.

There are only two other forms of illuminant to consider where the electric current is not available. One is the oxyhydrogen light made by uniting in a blow pipe form of lamp oxygen and hydrogen gases, which are kept in large iron tanks. The flame is forced against an unslaked lime cylinder which makes a dazzling white light which gives beautiful effects, though the light is about one-third as intense as from electricity. There are several handicaps, however. The gases are bought in large tanks weighing 150 pounds. The unslaked lime cylinder soon crumbles with exposure to the air, so must be frequently renewed.

The cost per hour will vary from .10 to \$1.25, while 1000 watts of electricity in most places will cost 10 cents or less per hour. The third form of illuminant is acetylene. In most lanterns equipped for this illuminant the burner is the two-jet type, each jet consuming three-fourths cubic feet per hour, and furnishing an illumination of 75 candle power, as against 600 candle power for oxy-hydrogen, and 1500 to 2000 for electricity. So it will be seen that the two-jet form of acetylene illumination will not be very satisfactory except for a small image in a room that can be made "as dark as a stack of black cats. However, one firm now has out a high power acetylene lamp used with a Prestolite tank and operating on the blow pipe principle. It is practically as good as the oxy-hydrogen illuminant, uses only three-fourths cubic feet of gas per hour at a cost of about 5 cents, and requires no more attention after lighting and adjusting than the nitrogen filled electric bulb.

Motion Pictures in Education.

Undoubtedly in the course of time the motion picture will, to a large degree, displace the stereopticon, but at the present time there are several handicaps. First the high cost of the machines. A good standard machine costs from \$200 to \$300. And in buying a machine, whether it be a motion picture machine, an automobile or a typewriter, beware of the unstandardized variety. It takes considerable practice and skill to manage a motion picture machine. There is danger from fire in the hands of the unskilled and careless. A critical and intensive study cannot be made of a portion of the film as with a lantern slide because the stoppage of the film would not be safe on account of the danger from fire. The time is ripe for a standardized machine with a thousand watt bulb in which the pictures may be stopped at any point and examined. Some such machines are advertised, but so far the

writer has observed, (and he uses one occasionally) they are of the unstandardized kind.

In a first class high school with the physics man in charge (as he should be conversant with the electrical phases and the handiest man in the faculty) there should be a motion picture apparatus installed, and a news pictorial, a travel picture, or some fascinating phase of science, or some picturized version of some literary production shown at least once every week at the assembly exercises. The school could well afford to pay the rental price of a reel, usually \$2. Then there are many films that may be secured free of charge. The most accessible list of films are those which may be secured thru the Bureau of Commercial Economics at Washington, D. C. Their distributing point for us is from the Chamber of Commerce, St. Louis. The only cost is the cost of transportation each way. A list of films that may be secured can be obtained by writing to the Bureau at Washington. Other firms from whom films may be rented are plentiful. I shall be glad to furnish any additional information as to films or machines to those who are interested in the use of pictures in the teaching of Geography.

ADDRESSES GIVEN BEFORE THE RURAL LIFE CONFERENCE—KIRKSVILLE NOVEMBER 1-3, 1917

WHAT IS THE MATTER WITH THE AMERICAN PARENT?

Dr. Sperry began her talk by saying that she wasn't going to make a speech, but just have a heart to heart talk. She said she never gave but one lecture in her life and that was when she was sent to a town where there was a threatened strike among some foreign laborers. The men gave such good attention, and such hearty applause, that she thought she had influenced them by her lecture; but the boss informed her that they had not understood a word she had said, and since then she had never attempted a real lecture.

Since she was addressing a body of teachers she pointed out the responsibility of the teacher's positions as well as that of the parent. The teacher has the child under her supervision from the age of six to sixteen. The teacher is really a foster parent of the child.

What is the matter with the American parent? Are they too lax? Are they too easy? Parents often try to justify themselves by saying that they are raising their children scientifically, but this term is often used by them to relieve them from responsibility.

In the case of the wayward child, she said that lack of co-operation between the parents of the child was usually the cause; also the lack of confidence in the child by the parent. Does the parent always stand shoulder to shoulder with the child? Does the child know that the father and mother will always be there to hear his troubles when he gets home? If the parents have always stood by the child, he will know he will always find them there when he is troubled. He grows to depend on them. There has always been the idea that the father was to make the living, while the mother took care of the children and the house. But it should not be this way for the children need the fathers as well as the mother.

To further emphasize the importance of dependability she told of an incident that occurred a short time after her marriage. Late in the afternoon she received a telephone call from her husband saying that he was bringing a couple of men home to supper. Her first impulse was to tell him that it would be impossible for her to prepare a supper for four people, but she told him it would be all right. Everything passed off all right and when the guests left, each gave her husband five dollars. His explanation was that they had bet him five dollars that he couldn't take them home to supper on such short notice. He had bet them that he could and his wife wouldn't say a word. Since then her prayer has been that when he turns to her he may always find her there.

Can the children go home knowing that they can always talk things over with their parents? Do they know they can always depend upon them? To illustrate this she told the story of one time when she arrived in a Nebraska town at 3 a. m. There was only one hotel in the town and it was full. The hotel clerk said he would take her to his mother and she would take care of her. Dr. Sperry remonstrated but the clerk said, "Mother will take you in if I ask her to." The reason he could say this was that his mother had never failed him. This son had received a rich gift from his mother, namely to say, "I know my mother's heart."

The responsibility of the parent does not end when the child is eighteen. Instead the child needs his parents more when eighteen years old than when

eighteen months old. She told of talking to a woman once who said that her daughter was raised,—she was eighteen. They need their parents more when they are eighteen than any other time. At this age, Annie will have a beau and Jimmie a girl. This is the best thing for them, what they should do, but the parents must see that they start right.

She then gave a personal experience, telling of her going with a boy that her parents objected to. Her father told her she must quit going with him. When she asked why, his only reason was, "Because I said so." When he threatened to lock her up, this appealed to her as being very romantic,—something to tell the girls about. Her father gave no reason for her quitting Jimmie and offered no substitute. There was no punishment, and she kept on going with Jimmie, until one evening her sister told her that Jimmie didn't amount to much, and that she could go with the best boy in town. This appealed to her pride and she began to wonder if Jimmie really did amount to nothing. She saw him as others saw him and quit going with him.

Another thing, Mother usually looks after the daughter's clothes and all father has to do is pay for them. Often the father doesn't know what his daughter wears, but it is usually to the daughter's advantage to have his view point. She illustrated this by telling of one time when she made herself a new dress without the help or knowledge of her mother. She didn't use as many widths of goods as she should have, and also put in a few too many tucks. Her mother was not at home when she dressed up in it. Not quite satisfied with her appearance yet, she rubbed some rose petals off an old hat on her cheeks. The first person she met when she got up town was her mother, who was shocked at her appearance and immediately took her home. On their arrival they found her father on the porch. By his remarks he made her feel that she looked ridiculous. He said that he wouldn't have recognized her if he had met her on the street and that her mother had treated her better than he would have, for he would not have walked home with her. He ended his lecture by saying, "Keep on wearing that dress and we'll have you with us always." She then decided that perhaps her father was right about it, and she remembered she hadn't had much luck that afternoon.

So the girls really need their father as well as their mother, although we sometimes hear a mother say, "I look after the girls, and father the boys."

Once the Board of Public Welfare entrusted twin sisters at the age of sixteen to her care. They had been attending public dances, but by her influence they stayed away two years. One day their mother came to her and said that the twins were planning to go back to the dance hall on their eighteenth birthday. She said she had talked to them and it didn't have any effect on them. They were lonesome and were going back. Dr. Sperry then told her to have a dance at their home, and the mother said she couldn't because she was a church member. Dr. Sperry told her to have a party then. She said they didn't have room enough and it would be so much trouble. But after further discussion they decided to have it. The bed was moved out of the parlor and put on the back porch and the room cleaned up generally. They played old party games, and while they were having some difficulty in getting one of them right, father offered to show them. It resulted in father and mother both playing. The party was a great success. There was the work after the party of fixing the room up again before all the family could go to bed. The mother was tired but she was willing to make the sacrifice for their home.

The mother decided to make the home so attractive and have parties in the home so the twins wouldn't want to go back to the dance hall.

Her next story was of a beautiful little Italian girl playing with her dolls. She asked her the name of the dolls and she said "This one," holding up a clothes pin dressed up, "is named for me." Then holding up just an ordinary doll she said, "This one is named for my little friend up the street." And lastly, taking up a beautiful doll, she said, "This one is named for my mother," and looking toward the door where her mother was standing,, Dr.

Sperry marvelled that such a beautiful child should have such a homely mother, and wondered why she should name the beautiful doll after so homely a person. Then she knew that to the child her mother was beautiful.

—MRS. NAN SPERRY.

THE RELATION OF CLUB WORK TO THE RURAL SCHOOL.

By R. H. Emberson, Supervisor Boys' and Girls' Clubs, Columbia.

Heretofore all subjects were taught from a utilitarian standpoint. The mother taught the daughter to spin, weave and to make her own clothes, and the father taught the son harness making, carpentry, and agriculture; such things as were needed for living. The school supplemented the work of the home.

After a while the factory came in and took the work out of the pioneer home to the extent that the boy and girl saw only the finished product. This continued for sometime but the loss to the boys and girls now is being realized, and subjects are being added to the curriculum which deal with the more practical things of life.

The first change came about in the cities of New York, Denver, and others, where Home Economics and Manual Training were put into the curriculum. This afforded splendid opportunities for city children, but the country children were no more advanced than before. After a time it was taken into the rural districts by the aid of the county superintendent with the co-operation of the teachers and parents. Much has been done but much more needs to be done.

In the rural sections, clubs are being organized such as Pig Clubs, Corn Clubs, Dairy Clubs, Sewing Clubs, etc. These clubs are bringing the people together and they are beginning to realize and to understand the things in life worth while.

Every county in Missouri has taken up this practical educational movement, Audrain county being the first and Clinton county the last. The plan is to revitalize the rural schools, get the children alive to their surroundings, live in an atmosphere of wide-awake, practical things.

If the rural teacher will allow thirty minutes a week to this work, she will find much has been accomplished when her school closes. The rural teacher's objection is useless. She claims she is not an expert scientist and cannot do these things but the work is so well organized that a child fourteen or fifteen years of age can easily understand if the teacher will do her part. The aim is not to make experts but to give to the child the fundamental cone of the daily experiences which will interest the child and may make the beginning of an expert, and to satisfy the claim that the boy and girl has a right to the more practical.

These clubs have proved to be very successful. In Scott county one boy averaged 118 bushels and 34 pounds of corn from one acre of land. At the Farmers' Week in Columbia, the work done by the children of the little isolated village Rocheport proved to be most remarkable.

It is found that 40% of these practical experts have originated in the country school. Why? Because the co-operative movement of the County Superintendent with the people of the rural community.

In three years an organization of 42,000,00 people have taken up this work and the report from Missouri has been the best for the past two years. This report includes the boys' and girls' organizations and some parent organizations.

VISITS TO HIGH SCHOOLS.

By Dean William Russell, Iowa City, Iowa.

My subject was to have been The Rural High School, but Mr. Davis, who follows me on the program, is much better fitted to discuss that subject than I, in fact, he taught me all I knew, therefore I shall change my subject and shall relate some of my experiences during my visits to High Schools.

Congress has appropriated twenty billion dollars for army and navy activities during the current year. You can't realize how much money that is. Suppose these were one dollar bills; put flat against each other, the mass would extend from here to Denver! Congress has provided enough money for beds that if those beds were put end to end, they would reach from here to St. Louis.

America does not yet realize what the war means. But she will realize it when the boys come home with the bodies maimed horribly.

A nation examines itself, investigates affairs, organizes its business during a war. And schools are re-organized after a war. After the Napoleonic wars Prussia reorganized her schools. After France was defeated by Germany, she re-organized her school system.

You and I must re-organize America's schools. The schools must have money for equipment, higher salaries for teachers. The teachers must become more efficient; the loafers will be put out; that is, fired.

There must be a re-organization and change in the Rural High Schools. We must consider the conditions which we are facing and the way these conditions must be met. For this purpose I spent three weeks in careful study of High Schools. For three weeks I entered classes for the purpose of observing and I observed. I went in before the class entered and I stayed in until the class left. I never went for the purpose of being sociable. I would accept no favors. I neither gave nor received conversation. I visited four hundred city schools, and three hundred rural schools. I didn't smile at the pupils, I took notes. I called the results of my trip a "travelogue." Here's a sample of answers I heard in chemistry class during five minutes: "basic;" "yes;" "no," "H₂O," "yes," "H₂SO₄," "I think so," "H₂CO₃," decomposed," "dissociated," "yes," "no."

Results of five minutes answers in history class: "Swain," "no he dies," "he dies," "Newes put in son," "yes," "Cornpallis captured him."

Results obtained during another history class: "foregoing powers," "collect revenue," "no," "provides for the common defense," "yes," "no."

I visited other classes and found many which were true to these samples. I had a feeling that the teachers were getting a good education; were the pupils doing all they should?

This is the way some teachers asked the questions: "Pharoah was king of Egypt, wasn't he?" "He led his army against Phoenicia, didn't he?" "He was a relative of prominent parties in politics, wasn't he?"

In one school I heard twenty-six such questions asked in a forty-five minute period; in another school I heard eighteen in eighteen minutes; in another one forty-five such in twenty-one minutes.

Some teachers saw a sentence in the text book and they wanted that sentence repeated. Such is an example: "What about fungus?" "They are what?" "Volume at what temperature?" "Formula of acid salt?"

Such teaching reminds me of the game "Farmer Brown comes to town." It is like this: Everything is written on sheets of paper with blanks left to be filled on, and it just goes round and around. One teacher had the barber method and the children answered "yes," and "no," just like snip, snip, snip, snip. Such teachers chatter, chatter, chatter. They really want to earn their salaries. Some classes remind me of watermelons; the people in the middle are nice and ripe and those around the edge are green and don't say a word.

Many teachers are like black velvet cloth absorbing the rays sent in by the members of the class, when they might be mirrors shooting back.

Some teachers have the "Is that clear?" habit. Instead of asking that

question after explaining something and thus receiving an answer "yes," why not have the pupil demonstrate a fact that will show whether he really understood it or not? Who can really be the judge of whether it is clear or not? Certainly not the pupil.

One place I heard this: "Begin Willie." "Continue Clud." "Repeat Glover." "Some more George." "Leave anything out Mary?" "Can you add something Jennie?"

One teacher turned his back and said, "Begin." "Continue." "Some more." Each pupil knew when he was to commence and said his line. This teacher believed in democracy and treating all the pupils alike. No favoritism here!

These examples show two extremes. Some teachers do all the talking; some do none. Both will get fired when we become efficient in our school methods. And the nation must become efficient in school methods. Consider the hours of the days, of the years spent by pupils of the nation in classes!

Here is a class I visited where there was something doing. They were studying cucumber beetles. One pupil said, "I want to know what makes the holes in my cabbage leaves?" And what do you think? Those pupils opened their books right in class and hunted up information about those leaves. They found it wasn't a bug at all but a worm. Then the question came up, "What is an insect anyway?" And all that about the metamorphosis of the insect came out. Then there came practical suggestions as to how to combat insects. Screening was mentioned. One boy said he couldn't screen his cabbages. Then another suggested picking them off. Several wanted to answer at once. They brought up things about beetles on rose bushes at home and the pear blight and really discussed these topics and were interested in them.

I don't believe we know what our schools will be like in twenty years. Begin to work at once. Be more concrete and simple in teaching. You are paid to teach, not exhibit knowledge. Little things done wrong make mountains of inefficiency. Let us begin to do our bit by little remedies here and there.

BETTER FARM MANAGEMENT.

About twelve years ago agriculture was recommended by Dr. Davis to be taught in city schools for culture's sake. Some prominent professors were then opposed to it, but since the war began they have stepped out of the "Calf Paths" and are now teaching it.

There is at present no business man who is losing so much as the farmer. For example, he leaves the corn stalks standing in the field and does not try to use them in any way. It has been proved that the leaves and the stalks contain 40% of the entire corn crop. Does Rockefeller do business like that? Does Carnegie transact business on that plan? It is our duty as teachers to teach the children and parents that by putting the corn in the silo or by shredding it they save the entire crop, while in the other way they only save three-fifths.

Another great loss of the farmer is in moisture. God gives us plenty of rain in winter for the next year if we will only save it. This can be done by producing a soil mulch in the fall which causes the soil tubes to be open thus allowing the water to go into the ground where it stays until needed, then capillarity brings it to the plants.

It rains all winter and in spring the farmer waits, sitting around in town somewhere for his field to dry so he can put in his crops. One farmer, while his ground was still very wet went out and harrowed it over once with a spike tooth harrow. In a few days that patch was dry enough to be plowed, while one right aside of it was not. It was because the soil tubes had been opened at the top and the water ran out of them. An experiment

can be performed to prove this point by putting some hollow glass tube or straws into a jar of water. The water will rise in the tube as high as it is in the jar. Then put your finger on the top of the tube so that no air can get into it and take it out of the jar. You will find that the water stays in as long as your finger is there but when you remove your finger it flows rapidly out. This is the way it does in the soil tubes, only they don't empty quite so rapidly.

By harrowing a field when it is wet the water goes into the subsoil where it will be a blessing to us during the summer. A field can be planted at least a month earlier by doing this; and by forming a mulch on top we can keep the water from evaporating. An experiment that proves this fact is performed by taking a teaspoonful of water and laying a loaf of sugar in it. In a second the water will have rose to the top of the loaf. Then put some powdered sugar or flour on top of it. One will observe that it takes a long time for the water to rise in this. It is because capillary moisture cannot rise fast in loose soil. These experiments are the kind that children will delight to go home and show their parents.

Evaporation cools things. This can be proved by putting one finger in water and then holding it and another one in the air. The one that was wet will be colder than the one that wasn't. The farmer is cooling the soil when he waits for the water to evaporate and warming it when he harrows it thus allowing the warm air to fill the air tubes. In summer a mulch holds water in the ground; but under the mulch the soil should be rather compact so that capillarity can easily bring sufficient water to the roots of the young plants.

Another important thing to teach the children is how to keep an account book. Few farmers realize how important a thing it is. All they think is necessary is to know if they have a penny in their pockets. At present it is impossible to find out the average cost of crops. Is this good business management? Would a merchant do business this way? Women are coming to the front in this and will take a great part in the better farming movement. When the farmer begins to study the markets in the daily newspapers and finds out at what time of year hogs and other products bring the most, he will not be caught by the tricks of the buyers. As a general thing while the prices of hogs are gradually raising the farmer keeps holding his hogs but when a drop comes he sells them as soon as possible. This is the trick of the buyer and when they have bought all they want the prices will raise again.

The farmers should not have too many dogs; they should get rid of them and raise sheep instead. In Tennessee there are six thousand dogs and six thousand sheep. The dogs kill so many sheep that some of the farmers have quit trying to raise them. If a great many of the dogs were killed it certainly would help to conserve food. It has been estimated that enough food is fed to the dogs to feed our Allies. One woman when asked why she kept a dog said she needed it for protection. He told her to kill the dog and get a man, then she would have support and protection.

We as teachers ought to urge people to produce more corn for their own use, and wheat, hogs and cattle for our Allies and our boys in the trenches. Endurance is not possible without the best food. Think what the boys in the trenches have to endure and I am sure you will decide that they need the best of food. We should all try to save more and produce more.

—K. C. DAVIS.

SOME CHANGES AHEAD.

By P. G. Holden, Chicago, Ill.

I congratulate you, teachers, on this great meeting, on this large attendance, and on this great Normal School. They exercise a very great power for growth and citizenship in the country. It is your mission as teachers to translate the principles derived from these sources to the boys and girls that you go out to teach.

I am interested in products as far as they will make good citizenship. Two things make a great nation: good soil and efficient human beings. Of the two, the latter is the more important because an inefficient people will destroy the soil. When the Indians owned the land it was worth only about $\frac{1}{2}$ c an acre, because they did not have the intelligence to develop it. To make a better and richer soil is a part of our work.

Once while on a campaign in the sugar land of Texas I addressed an audience of little folks. I described a farm that I had passed on my way to this particular community. On this farm I saw scrub chickens, scrub horses, scrub cows, scrub crops and scrub buildings. In describing what I had seen to the children I asked, "What kind of a man lived there?" The little girl answered, "A scrub man." And she was right. If we have scrub men we have scrub agriculture. The question is, how are we going to prevent boys and girls from being scrub men and scrub women?

We expect you to be the leaders. Leaders are the people who serve. My father once said to me, "If you do what people want you to do, you will do what you think best, efficiently, and on time; but if you get people to want what they need, and help them to get it, you are a statesman." This is the secret of real leadership. It is the leader's place to make people want what they need; but in bringing about what they need you should not force it upon them. Never run over anyone. Lead people to see what they need. Teach as though you taught them not. Things you bring about to-day are the customs which will be followed during years to come. There is much given to us and much demanded of us. If we give much, much will come back to us. A person who gives and never expects anything back has already received a reward. It has made him bigger and worth more to humanity. . . . When you invite friends to visit you in the country you should not invite them to come to your farm, but to your home. A man once invited me to come to his farm. He took me to see his pigs, showed me the tank where water was pumped by a windmill for them, and showed me a cement bath tub for the pigs. Soon a woman came across the road to the windmill for water to wash. He said the woman was his wife. I said, "You have introduced me to your pigs, do you mind introducing me to your wife?" After she had gone to the house I said "You have a bathtub for your pigs, why not have one for your family? You should treat your wife as well as you treat the pigs." Two years later that man came to the State Fair at Des Moines. He hunted me up and informed me that that remark of mine cost him \$350, but he wanted me to understand he was not regretting the money he spent for conveniences, for he had a better home and was thinking in terms of boys and girls. Before that he had been thinking in terms of pigs.

Make school conditions such that farmers will not have to move to town. It is the sons of families who remain in the country that make the best citizens. Do you understand me to say that every child should remain in the country, but the majority should, unless they are better adapted to some other field of work. There is a lack of social intercourse in the country at the present time. But by and by every township is going to have a place for boys and girls to go. This will be a township high school, or what you call it here in Missouri, the consolidated school.

Often farmers move into town to die cheap. The farmer is a nuisance in town because he votes against all improvements. He keeps on eating, but not working, and dies in two years. That kills the country, and what is

worse, it kills the town. The remedy is to make the rural school what it should be. I taught nine years in the country and I know the condition of most rural schools. When one million little boys and girls are started to school in September, what do they find? A little seat to sit in six long hours. How would you like it? It is a crime to keep these little dynamos of nerves, energy and muscle in a seat for six long hours. One summer when I was county superintendent, I visited a school where a little boy, because he needed exercise, was misbehaving. The teacher said, "Come up and sit by me. You're not fit to sit by decent persons." Up in Michigan where I was brought up, the first day of each term of school I got a licking. By and by a master teacher came. I did not get a licking for he was looking for the good, not the bad. We see the things we are looking for and are taught to see. Boys and girls should be taught to see the good and splendid things in this world.

One day when I ran out of the school building, this master teacher said to me, "You have lots of energy." He took me into the building and we talked of several things. He told me about the engine—that it was the same steam in it that caused it to go right or wrong. It depended on which way the lever was pulled. He said sometimes he was afraid I might pull the lever the wrong way. A few years later I visited the penitentiary, and I seemed to read in many of the men's faces that sometime, somewhere, a parent or teacher had failed to pull the lever the right way.

The best thing that I received from this master teacher was the habit of making each morning the pledge, "This day will I beat my own record." As a result, I have put the very best I have into my life's work.

THE IMPENDING SCHOOL TEACHER FAMINE.

By Mark Burrows, Kirksville.

Not only the state of Missouri, but the whole United States is facing a famine of public school teachers. The schools of the country are already suffering from a shortage of teachers. The writer for several years has been a member of the Committee on Recommendations for the Kirksville Normal School, and has thereby come into close touch with the question of teacher demand and supply. For the last two or three years it has been increasingly difficult to supply the demand for teachers. This year the situation has become acute, and many places have gone unsupplied. In Indiana 878 men have left the school room to join the colors. From Iowa we learn that 160 schools have no teachers at all. In Missouri the situation is almost as bad. The present draft has lately called out of the profession many of the men, and there are but few to take their places.

Five Causes of the Shortage of Teachers.

The first cause of the shortage is in the low salaries offered. They do not bear comparison with other professions and occupations. In Rockford, Ills., a recent survey of occupations showed that the salaries of elementary teachers ranked just below maid service and just above washing by the day. In almost any town in Missouri the salary offered is less than obtained by a policeman or a janitor. In the rural schools many teachers receive less than farm hands. A recent report from the State Board of Agriculture shows that the daily income of farm hands for a year is at the rate of \$1.44 per day. On the same basis that of a rural teacher is 92 cents per day.

A second cause is the increasing educational requirements for certification. A high school teacher is expected to have finished a four year collegiate course, commonly known in the normal schools as the 120 hour diploma with the degree of B. S. in Education. This presupposes a time investment

of four years, and a money outlay of not less than \$1200. An elementary or rural school teacher cannot obtain, from now on, even a second or first grade county certificate with less educational qualifications than that offered in a standard four year high school course.

A much less outlay of time and money fits young people for other occupations where the financial rewards are greater. The result is that in proportion to the demand a much smaller number are preparing for teaching. The decrease in enrollment in teacher training schools, normal schools, and colleges varies in different parts of the country from 20 to 50 per cent. To illustrate, in New York City's three training schools the falling off in registration from 1913 to 1917 was just about 50 per cent. Dr. P. P. Claxton, United States Commissioner of Education states, "The shortage is constantly increasing, and is embarrassingly large in some sections."

A third cause of the shortage in teacher supply is the competition of business. Here in Missouri a good many of the young men have found the rewards on the farm much greater with corn at \$1.50 per bushel and wheat at more than \$2 and other products in like proportion. A number of the women have found poultry raising and similar projects offered a greater financial return than teaching. In the towns corporations and other business agencies are making every effort to get able men and women. The financial advantages of a business career are stressed in a way that cannot be answered by those who would urge more to enter the teaching profession.

A fourth cause, which is already making itself felt acutely, and which will be much worse by next September is the influence of the Great War. Within the last few weeks in Missouri dozens of young men are resigning because of the draft. Many women are also resigning to enter government service as stenographers or clerks. To illustrate by nearby towns to this normal school: Unionville has lost the superintendent, high school principal and manual training teacher in the high school; Kirksville has lost the high school principal; Milan, the superintendent and another teacher; Atlanta, Worthington, Clifton Hill and a number of others have lost one or more men. A woman teacher at Atlanta leave a \$65 per month position for a government clerkship at \$1100; another woman, a commercial teacher at \$90 at Hannibal, leaves for a \$1200 government place, and so on.

A fifth cause of the shortage in teachers is the fact that not enough is made of the fact that a large part of the rewards in the teaching profession come in other ways than by a direct salary return. We do not make enough of the inspiring and significant side of teaching. Not only are teachers makers of men, but they are determining the future policies of nations. A good illustration is the fact that the whole United States is getting ready to banish intoxicants and narcotics. The present sentiment is in large part, the result of the work of the teachers in the physiology classes for the past twenty-five years. Not only are teachers making men, but in their teaching they are laying for themselves foundations for rapid and successful promotion in almost any other career. Every other successful career calls for teaching capacity. President Woodrow Wilson is a teacher; so is his predecessor who is now a professor in Yale. Many other illustrations can be given. A large share of the successful men of every occupation have had a part of their foundation for success in teaching.

What Should School Boards Do?

Goethe said, "Do the duty that lies nearest thee." Your first duty is to secure for your school district an adequate and well paid teaching force for the coming year. There will not be enough teachers to go round. Some schools will go without teachers, undoubtedly. It will be those who do not appreciate the gravity of the situation, and make provisions for engaging their teachers early and at a considerable advance in salaries. Some school boards are already raising the present salaries of the teachers voluntarily;

for instance, the little town of Novinger has raised every present teacher's salary \$10 per month. There should be no thought of securing next year's rural and elementary teachers for a less advance than from \$10 to \$20 per month. LeBelle, another small, but progressive town, has already re-elected its superintendent, at an advance of \$300 per year. For well trained high school teachers an advance of not less than \$25 per month should be considered. Remember that a dollar at the present time has a purchasing power of 57 cents 15 months ago. At this rate a salary of \$75 per month now has a purchasing power of \$42.75. All must make some sacrifices because of the unsettled conditions caused by the war, but teachers should not be called upon to make more than their share. And we cannot afford to sacrifice the children. They are the "seed corn" for a happy, progressive, and powerful nation of tomorrow.

OFFICERS, PROGRAM AND ADDRESSES OF THE SOUTHEAST MISSOURI TEACHERS' ASSOCIATION—CAPE GIRARDEAU, OCTOBER 25-27, 1917

GENERAL OFFICERS FOR 1917.

President, C. E. Burton, Piedmont.
1st Vice-President, Thos. Caruthers, Perryville.
2nd Vice-President, W. P. Whittedge, Bonne Terre.
3rd Vice-President, W. H. Johnson, Hayti.
Treasurer, J. T. McDonald, Jackson.
Secretary, A. C. Magill, Cape Girardeau.

EXECUTIVE COMMITTEE FOR 1917.

C. E. Burton, Ex-officio, Piedmont; Victor Sears, Williamsville; W. D. Grove, Poplar Bluff; Louis Theilmann, New Madrid; A. C. Magill, Ex-officio, Secretary, Cape Girardeau.

GENERAL OFFICERS FOR 1918.

President, A. S. Boucher, Dexter.
1st Vice-President, F. W. Snider, Jackson.
2nd Vice-President, Mrs. Clara E. Graham, Charleston.
3rd Vice-President, C. A. Norvell, Illmo.
Treasurer, J. T. McDonald, Jackson.
Secretary, A. C. Magill, Cape Girardeau.
Railroad Secretary, R. S. Douglass, Cape Girardeau.

EXECUTIVE COMMITTEE FOR 1918.

A. S. Boucher, Ex-officio, Dexter; W. D. Grove, Poplar Bluff; Louis Theilmann, New Madrid; Victor Sears, Williamsville; A. C. Magill, Ex-officio, Secretary, Cape Girardeau.

DEPARTMENT OFFICERS FOR 1917.

County Superintendents: Chairman, H. O. Harrawood, Poplar Bluff; Vice-Chairman, T. J. Caruthers, Perryville; Secretary, Mrs. C. E. Smith, Bloomfield.

Rural and Graded Schools: Chairman, Charles Ross, Caruthersville; Secretary, Gertrude Theilmann, New Madrid.

High School Principals and Superintendents: Chairman, B. F. Melcher, Bonne Terre; Secretary, Bessie E. Samuels, Jackson.

Teacher-Training Teachers: Chairman, Mable Potter, Caruthersville; Vice-Chairman, Ira N. Chiles, Campbell; Secretary, Hazel Milehaw, Jackson.

History: Chairman, Elizabeth Davis, Cape Girardeau; Secretary, O. J. Mathias, Festus.

PROGRAM, GENERAL SESSIONS.

First General Session—Thursday Evening, October 25. Invocation: Rev. J. F. Lawson. Address of Welcome: Mayor Will Hirsch. Response to Address of Welcome: Supt. Clyde Akers. Concert: Oratorio Artists. Announcements by President.

Second General Session—Friday Morning, October 26. Invocation: Rev. J. P. Scruggs. Vocal Solo: Miss Ella Robbins Black. President's Annual Address: C. E. Burton. Address: Supt. S. A. Baker, "Community Building." Recess. Round Table: "What do you think of giving school credit for farm work as suggested by State Superintendent last Spring." S. A. Kruse, leader. Address: George Melcher. Annual Address of State Superintendent of Schools: Hon. Uel W. Lamkin. Announcements.

Third General Session—Friday Evening, October 26.—Invocation: Rev. Elmer T. Clark. Violin Solo: "Ziegeunerweisen"—Sarašate, E. G. Beck. Address: Dr. Wm. L. Russell. Piano Solo: Mr. Kinyon. Announcements. Reception by Commercial Club and Local Teachers.

Fourth General Session—Saturday Morning, October 27. Invocation: Rev. J. J. Clopton. Vocal Solo: Miss Mabel Flint. Address: Dr. W. S. Dearmont. Address: Hon. Walter Williams, "Education of the Future American." Round Table: "How can athletics be made helpful and at the same time be kept subordinate to regular work?" P. J. Stearns, leader. Address: Hon. I. N. Evrard, "Training for American Citizenship." Business Session. Adjournment.

PROGRAM, DEPARTMENT SESSIONS, FRIDAY AFTERNOON, OCTOBER 26.

County Superintendents: Address: Hon. Uel W. Lamkin. Discussion of Subject, "Uniformity in Grading Teachers' Examination Papers," under the following sub-heads: "Should the county line be made boundary of teachers' qualifications?" T. J. Caruthers. "To what extent should one County Superintendent accept the grades of another?" Chas. G. Ross. Geography in the Rural Schools," Prof. C. E. Marston. "Progress in Rural Education in Southeast Missouri for the Past Decade and a Vision of the Next Decade," W. L. Barrett. Business Meeting.

Rural and Graded Schools: "The New Way to Teach Agriculture:" T. J. Walker, State Rural School Inspector. "Poultry Clubs and Poultry Shows:" F. A. Cozean, Morehouse. "Geography in the Rural and Grade School:" C. E. Marston, Dean of the Faculty of the Springfield Normal School. Music. "Primary Reading:" Miss Kate Davis. "Agricultural Club Work:" Geo. W. Reavis. "Social Center and Community Work:" J. W. McKinney, Ironton. Business Meeting.

Applied Arts and Sciences: "The Psychology of the Manual Arts:" Mr. Kruse, Normal School. "Problems Adapted to the Elementary Grades:" Mr. Chas. Lamb, Manual Training Department, Normal School. "Making Manual Training a Success in the Rural School:" Mr. John Watson, Abernathy School. "Food and Figures:" Miss Isabelle Thursby, State Expert Home Economics, Arkansas. "A Course of Study in Domestic Art for the Public School:" Miss Regina Friant, Cape Girardeau Normal. Intermission. "Developing an Appreciation for Good Music in the School:" Miss Anita Miller, Supervisor of Music and Drawing, Cape Girardeau Public Schools. A Group of Songs by Miss Mabel Flint, Cape Girardeau Normal. "The Importance of a Well Organized Course of Study in Drawing:" Miss Edna Haman, Public Schools, Cape Girardeau. "The Use of Colored Crayons in the Elementary Grades."—Illustrated talk: Miss Kochtitzky, State Normal School. Business Meeting.

History: Address: I. N. Evrard, Missouri Valley College. "The History Note Book:" Miss Frieda Hasslinger, Cape Girardeau. "Methods of Teaching Current Events:" F. A. Cozean, Morehouse. "Economics, Sociology and

Government, When?" C. C. Thudium, President Marvin College. "Labor Saving Devices:" Miss Martha Shea, Cape Girardeau. "The History Pageant:" Miss Louise Pearce, Bonne Terre. "Local History, Preparatory to our Missouri Centennial:" R. S. Douglass, Cape Girardeau. Business Meeting.

Teacher-Training Teachers: "Observation and Practice Teaching:" Supt. Boucher, Dexter. Discussion, led by Mr. Harry. "How to Use the Teacher-Training Syllabus to the Best Advantage:" T. T. Instructor, Poplar Bluff. "The Best Textbooks for the Teacher Training Courses:" T. T. Instructor, Perryville. "How Should the State Course of Study for Rural Schools be Presented?" Mr. Geo. Melcher. "How the T. T. Inspector Might be of Real Help When he Visits a School:" T. T. Instructor, Jackson. Discussion: Mr. Barrett, Cape Girardeau. "How to Teach the Review Subjects, Emphasizing both Subject Matter and Method:" 1. Reading: T. T. Instructor, Malden. 2. Language, Grammar: T. T. Instructor, Campbell. 3. Geography: T. T. Instructor, Doniphan. 4. Arithmetic: T. T. Instructor, Caruthersville. "The Teacher-Training Outlook:" George Melcher. Business Meeting.

High School Principals and Superintendents: "To What Extent Should Playgrounds be Supervised and by Whom Should They be Supervised:" Superintendent E. O. Wiley, Fredericktown. "The Value of Supervised Study in the High School and Grammar Grades. What Organization is Necessary in Order to Secure This Supervision:" Superintendent D. E. Mothershead, Leadwood. "How May a Principal or Superintendent Improve the Efficiency of His Teachers While in Service:" Principal B. G. Shackelford, St. Louis. "The Organization, Classification, and Management of the High School Library:" Superintendent H. L. Jones, Desloge. "The Value and Use of Standard Tests in Small Schools. What Tests Should Be Given and How Should They Be Given?" Supt. J. K. Jones, Piedmont. "What Standards Do You as a Superintendent Use in Determining the Efficiency of a Teacher?" Round Table: Leader, Supt. W. H. Johnson, Hayti.

REPORT OF COMMITTEE ON RESOLUTIONS, SOUTHEAST MISSOURI TEACHERS' ASSOCIATION ADOPTED IN FORTY-SECOND ANNUAL CONVENTION, OCTOBER 29, 1917, CAPE GIRARDEAU.

First. We affirm our unshaken faith in the institutions and ideals of our country and in the final triumph of its arms, we pledge to the government our loyal support and the full power of the school system for the carrying out of its war policies, for raising funds, for the conservation of food, and for every movement of caring for the physical and moral health of our soldiers, and we call upon all loyal citizens to unite for the accomplishment of these great purposes to the end that the war shall be brought to a victorious close.

Second. We strongly favor the standard of requirements for the lowest grade of teachers' certificates, definite restriction on the time such certificate may be held, and professional training as a prerequisite for all teaching.

Third. We ask the State Teachers' Association to formulate plans for the establishment and conduct of a teachers' agency.

Fourth. We favor the extension of the provisions of the compulsory attendance law to cover rural schools.

Fifth. It is the sense of this association that our text-books should inculcate Christian ethics to a greater extent than they now do.

Sixth. We favor more attention to local and state history, the collection and preservation of all possible historic material and the participation of the schools in the preparation for the state centennial.

Seventh. The Association extends its heartfelt appreciation to the Commercial Club, the Normal School, and all the good people of Cape Girardeau for their most hospitable entertainment and to all who have aided in furnishing a most excellent program.

Eighth. We extend our approval and appreciation to President C. E.

Burton for the excellent program furnished and for the efficient manner in which the meetings have been conducted.

E. O. Wiley, Chairman; R. S. Douglas, O. J. Seymour, B. Fox, Miss Mary Thomas.

"PROGRESS IN RURAL EDUCATION IN SOUTHEAST MISSOURI FOR THE PAST DECADE AND A VISION OF THE NEXT DECADE."

By W. L. Barrett, Cape Girardeau.

I am asked to give a retrospective view of a decade of rural educational progress in Southeast Missouri and at the same time, a prophesy of what another decade shall bring forth.

In considering the first part of the subject, I must confess that until about three years ago, I had a very meagre conception of the conditions of rural schools in this section, but am glad to relate some things I have noted, without reference to statistics.

1. The first element or factor to consider is the teacher, for it is as true today as ever that "as is the teacher, so is the school." I think there is no doubt but that the great majority of rural teachers have progressed in scholarship and training during the past decade. I have the impression that a comparative few decades ago no teacher had an education equivalent to that obtained in a modern high school, yet at the present time it is the exception rather than the rule to find rural teachers who have not had from two to four years of high school work, and in some of our counties, the greater number have had one or more terms at a state normal. In fact the efficiency of the schools may be measured quite accurately by the amount of education and training of the teachers, as I have pointed out to you from time to time when on my round of visits, and I expect this progress on the part of teachers to continue. If the state does not require it, the public will demand better prepared teachers in the future than in the past. I think the time may come, even in the next decade, when rural teachers will be required to complete a professional course based on agriculture and problems of rural life before they may be licensed to practice. But you may ask how can the requirements for teaching be raised without a corresponding increase in salaries. I will say that present tendencies appear to be favored to just that desired condition. Salaries have increased in nearly all rural districts during the past year or two, in some parts, from 20 to 40%. I have visited several rural schools this fall where teachers were receiving from \$65.00 to \$100.00 per month and the end is not yet. That Southeast Missouri may bring forth, even within the next decade, a splendid, enthusiastic body of rural school teachers thoroughly educated and trained to perform or direct every function of the school, proud of their calling and content in their labor, is my most earnest wish. I plead with you, each and all, to help make this wish real, for when this is realized, the greatest problem of the rural school will have been solved.

A very marked progress has been made in modernizing new buildings constructed in recent years, and in a few counties, old buildings have been remodeled with a view of making the architecture, color scheme, lighting, heating and ventilating systems conform to the latest standards of beauty, convenience and sanitation, and in some places, the grounds have been improved in form, decorated with trees and grass, and portions arranged for play purposes. I think progress in these very essential respects has been

unfortunately slow in the past, but I believe the momentum is up, and that improvement will be continuous during the next few years, and that by the close of the next decade, school environs will more nearly reach the ideal.

I have noted during the past few years that furniture, such as desks, blackboards, pictures, etc., have been made better and more attractive, and that supplies have been more generously provided.

The rural course of study is now quite generally understood by teachers and pupils, and I feel that it is successfully administered, especially since practically all schools have free text books.

Libraries are being quite generally established in all rural schools, but most of them are inadequate to supplement the work of the school course. They are improving all the time, and I hope before a decade shall have passed away an adequate library may be established and maintained in every school.

The signs indicate that important changes in our rural school organization are imminent. I believe they will become more vocational than in the past, that the course will be based on agriculture and rural life problem, and that special text books will be prepared furnishing or suggesting a suitable context.

With all their faults, the common school is still the hope of the republic, and the most potent means of perpetuating the lofty ideals of democracy.

THE VALUE AND USE OF STANDARD TESTS IN SMALL SCHOOLS— WHAT TESTS SHOULD BE GIVEN AND HOW SHOULD THEY BE GIVEN

By Supt. J. K. Jones, Piedmont.

The aim of this paper is to point out briefly some of the possibilities of improving the efficiency of school work through the use of Educational Measurements. All fields of science and industry have developed comparatively reliable standards of measure and efficiency methods. It is true that measures have always existed in education but the measures have been personal and not standard.

The 1916 June number of the Journal of Educational Psychology published in London had the following striking paragraph, in regard to Educational Measurements:

"The movement of lifting the practices of education out of the slough of opinion and providing us with verifiable and therefore scientific data, is one to be warmly welcomed in our country even though the results of inquiries of the kind may suffer from all the faults of pioneer investigations—faults of wrong analysis, faults of wrong interpretation. These things will be put right in time but when we have an 'exact' statement of things which can be put to the test of further inquiry and experiment we have something 'solid' to work upon we may expect progress."

Mr. S. A. Courtis reports that in 1909 one school used his arithmetic tests. From August 15, 1915 to August 16, 1917, 455,007 were sold. These were sent to forty-two states. This shows the growing popularity of this means of measurement. Mr. Courtis also sent out a circular letter to superintendents where his test had been used. Out of eighty replies only two were of the opinion that the tests were not worth while.

"As the teacher, so the school," is being replaced by "As the superintendent so the school." The present day superintendent must be in touch with the recent developments in Educational Measurements and statistical education. He is doubly prepared for leadership and direction when he can tell the teacher just what is expected of her and how much time she should use in getting given results. When we are able to tell our teachers definitely just how well a piece of work should be done and how long it should take to accomplish the work we may rest assured that the teachers are going to do better work than they are now doing and save much time for the school.

The following gains were reported for three years in the Montclair Schools:

Grade	Quality of writing	Quality of Writing	Gain
	1912	1915	
V	8.6	12.00	3.6
VI	8.6	12.7	4.1
VII	9.2	14.3	5.1
VIII	9.2	14.3	5.3

The above data show what can be accomplished by systematic planning with a goal to work to. According to Mr. Melcher of Kansas City the Montclair schools have too high a degree of attainment to be practical.

Any of the smaller school systems can use profitably the handwriting scales for measuring quality. Either Thorndike or Ayers' scale is more accurate in the hands of an inexperienced person than the old personal judgment method. When the tests are given speed also should be measured. This can be done by selecting a copy that is easy to remember. Instruct the pupils to continue writing until a signal is given to stop. Let them begin at a given signal. Time them say two or three minutes. Let the pupils count the letters. It takes only a short time, if you are able to tell them how many letters in a sentence. The results can be tabulated and kept to note progress. If students reach the grade standard in quality and speed they can be excused from writing as long as they do a good quality of writing in the grades. The following proposed standards of achievement might be of interest to many:

(Freeman's proposed standard has been changed to Thorndike Points by dividing by 5.5)

Freeman's Standard of Speed and Quality.
School Grades.

Bul. I. Bureau of Research and Efficiency, Kan- sas City Schools		II	III	IV	V	VI	VII	VIII
		8.0	8.4	9.1	10.0	10.7	11.6	12.7
	Speed	36	48	56	65	72	80	90
	Standards for Kansas City Schools.							
	Quality	7.5	8.5	9.5	10.5	11.5	12.0	
	Speed	36	48	60	70	80	90	

The Kansas City Schools have only seven grades. For this reason the Freeman scale would be better to use. If the Ayres' Scale is preferred multiply the qualities by 5.5.

In the smaller schools the Superintendent is hampered by having to teach almost as much as the regular teachers or having to do a lot of work that could better be done by stenographer. This factor keeps many superintendents from attempting work of this kind. This should not hinder the work as there is no more profitable work for schools and teachers than the use of the standard tests. The first attempts at using the scales would be more profitable if only one or two subjects were chosen and these worked well. I have been making use of the tests for three years. The first year I used the Courtis' tests and the Thorndike Scale for measuring handwriting. I used in addition the Ayres Spelling Scale the second year. This year I am using spelling, writing and arithmetic scales but I am making individual entries for each child. I am giving the spelling tests each month and the children and teachers are glad to help me. The teachers too are helping tabulate the results. Last week I gave the spelling tests to seven grades of 325 pupils and not counting the time given by the teachers I had all tabulations made, except the record of times each word was missed, in two hours and a half.

I made the mistake the first two years in failing to keep all data. I am not able to tell now just the gains made in these subjects except arithmetic. In spelling the school was below standard in all except two grades. At present there have been gains in all grades. In arithmetic gains have been made in almost every grade. Now all grades are up to the standard in speed and accuracy except the eighth. I interpret that to mean that the third to

sixth grades are the proper ones in which to instill the habits of accuracy and speed in the fundamentals.

To summarize I quote in part from Bulletin I of the Bureau of Research and Efficiency of the Kansas City Schools by George Melcher:

"Some of the distinct advantages of such Scales are:

"They eliminate personal opinion and bias and give impartial results.

"They make possibly an accurate comparison of the progress of a pupil from grade to grade.

"They give an accurate scheme for comparing the results of different methods of teaching subjects and also different plans of school organization.

"Finally, and possibly the most important, they give the teacher a very accurate means of measuring his own pupils. Teachers are now learning that these viewpoints enable them to materially improve their class room work."

FOOD AND FIGURES.

By Isabelle S. Thursby, Specialist in Home Economics, Arkansas.

If this is the day and the hour of the soldier, to the intelligent patriot, it is no less the day and the hour of the home economics teacher. Out of the flower of our young manhood, called by the nation in its peril, in the last draft, an appalling number were rejected as physically unfit. Of these, the greater number were rejected as physically unfit, because their mothers did not know what the home economics teacher has to teach.

The home economics teacher has a duty as useful to the rising generation as is the lighthouse on the rock bound coast to the mariner out at sea, or the tan clad Yankee soldiers somewhere in France. If the lamp in the lighthouse is trimmed with thoughtfulness and care, those mariners will live the longer. If the home economics teacher will but trim her lamps for use rather than beauty, if they will but take their duties seriously enough, the average length of human life will be longer tomorrow than it is today, and far larger numbers of our young men fit for any duty to which they may be called.

The average Missouri woman is carrying into the twentieth century the venerable delusion that if a substance is a food stuff it will never hurt anybody to eat it. There are too many of us who believe that the only important thing about home economics is to prepare food so that it will taste good. Making food palatable is indeed a matter of importance. Unappetizing, unattractive food is inexcusable; but for all that, making foods taste good is by no means the most important thing in home economics, and it is the gravest of mistakes for a home economics teacher to get the impression that it is.

When the women of this world realize how much of the illness of the people of this world is due to causes which they could remove, we shall not need so many doctors. There are many housewives who could save enough, through simply reducing the doctor's bills, by simply revising the family bill of fare, to buy a new set of furs every winter, besides sometimes helping to win a war.

Not that the women of tomorrow will be expected to know much, if any more about pharmacy than the women of to-day, for "dope" and drugs are falling from the high place they once held, and another generation, perhaps even this generation, may hear them drop with a dull, sickening thud. Constantly less and less quantities of them are being administered, and constantly more diseases are being treated without any medicine at all. Drugless doctoring used to be a fad, but now the very best of doctors are going rapidly in that direction.

It has only been a few months since the surgeon in charge of one of the largest hospitals in the city of Boston, in an article in the American Magazine strongly intimated that the function of the physician as a prescriber of

drugs was rapidly becoming obsolete. He said that the business of the family physician would be to teach people how to live. In other words, the physician is most useful to society when instructing mothers to quit poisoning their families. The Boston surgeon was urging that the people of America should take a leaf out of the Chinese book, and pay our doctors for keeping us well instead of keeping us sick. The family doctors have done a good deal to ruin their present methods of making a livelihood by giving us advice as to how to stay well. Probably the average family physician would like to do a great deal more than he does in that direction but it is a species of philanthropy in which he cannot afford to over indulge. As in the instance of a man, who going to the doctor, said, "Doctor, there's something wrong with my stomach." The doctor, after looking him over, replied, "No, not a bit of it, you have a good stomach, God made your stomach and He knew His business—but, there is something wrong with what goes in it." The man turned away, unwilling to give up his flesh pots. But the avocation of the physician is the vocation of the domestic science teacher.

We are told that we lose 80,000 people annually from cancer; of that number 31,000 die of cancer of the stomach—a food disease. Food diseases, diseases of the stomach, liver and kidneys are on the increase, though the germ diseases are being stamped out. We lost last year, 60,000 young people, who died of old age, that is, of diseases that a few years ago were considered strictly old age diseases, heart failure, hardening of the arteries, rheumatism, kidney trouble and other so called, degenerative diseases. But most pitiful of all is the tragedy of the 300,000 little babies, who die principally from nutritional disease—again, because their mothers don't know what the home economics teacher has to teach. Three hundred thousand American women going down into the shadow of motherhood, unfit to bring their babies into the world, or perhaps having brought them into the world, are unfit to care for them. They are killed by their mothers, just as surely as if they had taken a shot gun and blown their heads off let us say in all kindness, through the ignorance of their mothers. In the city of New Orleans I was told last month, that 735 little babies had died between January 1st and August 1st, mostly from intestinal troubles. When I think of how we nurture the house fly, when I think of the babies who die that the housefly may live, when I think how we say, "The Lord giveth, and the Lord taketh away," ascribing this misery and mortality to a God who places so much emphasis on sanitation and whose Methuselah lived to be nearly a thousand years old, I wonder how long it will be before we begin to cultivate—perhaps not the art of Methuselah, but at best the art of sending children out into the world unhandicapped by disease, brought about by malnutrition and by unsanitary living. In the Agricultural world we are spending vast sums of money for raising pure bred cattle, to tell farmers what to add to their soil to perfect it, how to raise apples, how to feed pigs so that they will be the most perfect specimens of pigdom—while practically nothing is spent on the farmer's children that they may be reared without any of the blights of civilization—they are reared by guess, by hearsay and by superstition.

I have said that the women of America were responsible. To be sure, the men of America are entitled to bear a considerable share of the responsibility; but you know how it is when anything has to be done to make the world a better place to live in. The women simply have to do it themselves.

Aside from that, the women of America are more directly responsible for these unnecessary deaths and these unnecessary illnesses than the men of America. As for the neglected community and domestic sanitation, as for the preservation of the sacred house fly and the pestiferous mosquito, men and women are equally responsible, for even where a woman cannot vote, kindly nature has provided her with a tongue. Even a she-bear will fight for the lives of her cubs, and the civilized woman ought to fight for the preservation of her brood. It is not for nothing that the female of the species is more deadly than the male.

But ignorance of well balanced diet, ignorance of the functions of the various elements of food; ignorance of when a perfectly good food is poison-

ous, ignorance, not so much of how to make foods palatable and delicious to the taste, but of how to prepare them so as to assure health, ignorance of how the grains have been robbed of their vitamins by modern milling and the disease and death that has been caused thereby, ignorance of the dangers of culinary practices that may even possess the sanction of the fashionable woman's journals, is responsible for the lion's share of the blame for the millions of needless deaths and hundreds of thousands of needless illnesses of which the Committee of One Hundred has had so much to say, and for the thousands upon thousands of our young men who were found physically unfit to do the nation's work in the hour of the nation's need. And if any home economics teacher in the State of Missouri fails to impress this upon the minds of her pupils, "Mene, mene, takle upharson" should be written upon the walls of her school.

I am very certain that by far the greatest causes of preventable deaths and preventable diseases are to be found upon dining tables at meal time. The other day the United States Public Health Service wanted to know what was the cause of a certain disease—a disease of which we had 7,500 cases in the South alone last year,—and they sent a distinguished scientist to find out. Dr. Goldberger immediately proceeded to make a careful examination of the diseased person's diets, and just as soon as that was completed he knew the cause which he had been sent to find.

That particular disease, as the doctor found, was due to under nourishment, and from that the well to do are comparatively safe. There are a good many people who think that all food diseases are due to under nourishment, but more people die of over eating than of starvation. The well to do are the doctors' best patients, and appetizing foods are the family doctors' best friends.

I have read of a time in English history when all England was like a box of tinder, waiting only for a spark to burst into a much needed revolution. But the British poets were busy writing roundelays.

You will remember when Rome was burying a very prominent Roman was so engrossed in playing the fiddle that he found it impossible to stop.

Now I want to whisper (or thunder) into the ear of every home economics teacher who is here, especially of her who is being tempted away from her appreciation of the highest duties of her calling, that this is no time to be writing roundelays, that this is no time to be playing violins. It is up to the American home economics teachers to disseminate an education in America which will lengthen the life of the American people; it is up to the teachers of home economics to teach that food science and that sanitation which will cut down the number of people who are sick all the time, and the number of young men who unfit for duty in the trenches, in the offices and in the workshop. It is up to the teachers of home economics to raise the standard of housewifery as a preserver of the nation's health.

My sole excuse for this paper is that 1,000,000 American people will continue to die every year, 3,000,000 American people will continue to be sick and the flower of our young manhood unfit for war, until the women of America turn Samaritan and cease to pass by on the other side.

ADDRESSES, GENERAL OFFIERS, CONSTITUTION AND BY-LAWS, OF THE NORTHWEST MISSOURI TEACHERS' ASSOCIATION, MARYVILLE, NOV. 1-3, 1917.

SOCIAL VALUES IN EDUCATION.

By Supt. H. B. Wilson, Topeka, Kansas.

Since the accepted goal of public education is training for social efficiency, all of our procedures in organizing schools and in teaching children should be determined in light of this objective. The time has passed when we may safely be satisfied any place with the merely ordinary, the good, or the fairly good. Only that which is excellent and first rate is sufficiently meritorious to be included in any program of modern education. It matters not where we look in the field of industry and commerce, we find this principle is obtaining inexorably. A good railway system doesn't hesitate to throw out a costly accounting and evaluating system which they have installed at great expense to install one that promises a larger efficiency, even though the expense of the new system may be twice as great. In the struggle which is now going on in Europe one great leader immediately gives place to another, regardless of the great service he has rendered, as soon as he has passed the climax of his leadership. Thus Joffre has given place to Petain, French to Haig, and Cadorna to Diaz. Education at every point must be to meet the test of the standards imposed by Twentieth Century efficiency.

Nothing in our educational machinery is more determinative of how time is used and of where attention is directed than is the course of study. Too great emphasis cannot be placed upon the selection of materials which go into this course of study with reference to their functional significance in relation to the objective of education. The program of evaluating the content of the various subjects of the elementary curriculum must be developed as new knowledge is gained in the field, but we must no longer be satisfied to teach the merely interesting, the fairly serviceable, or that whose only justification is that it promises general training. In light of the fact that to be efficient socially a citizen must be physically efficient, vocationally efficient, avocationally efficient, civically efficient, and morally efficient, and in light of the fact that to be efficient in any one of these phases of one's responsibility, he must possess adequate, accurate knowledge, a body of habits and skills favorable to sustaining his various relationships, and right attitudes as a guide to his conduct, each subject in the course of study must be under continual investigation to determine just what content it should provide to contribute to each of the phases of one's efficiency and to the various ingredients entering into that efficiency.

In recent years, exhaustive studies have been conducted, particularly in spelling and arithmetic; good beginnings have been made in the evaluation of the content in composition and grammar, geography, and United States history. Further studies are under way in all of these subjects of study, and closely related to them are investigations pertaining to economy in learning. What is more promising is that the attention is directed to determining the course of study in light of the ends to be accomplished in terms of social service. The result is that large quantities of dead, obsolete, functionless material are being eliminated from the various subjects of study. Some new, vital materials are being added, but the total effect of the sifting process is going to be to reduce greatly the quantity of material to which we have been exposing children in the elementary schools, with the result that we

shall have plenty of time in which to teach thoroughly and well all which will be left. The difficulty under which we have been working and which has been keeping us from doing as thorough teaching as we should, isn't that we have been teaching too many subjects, but it is that we have been teaching and covering too much material—particularly too much of the useless sort—in all of the subjects of study. Reducing the amount and giving only that which is of functional importance will render it easy to find motive for all that we teach and also easy to provide for those repetitions and re-uses of material which are requisite to thorough fixation of results.

WHAT IT MEANS TO STANDARDIZE OUR RURAL SCHOOLS.

By Gertrude Thompson, County Superintendent of Schools, Rock Port

The measures that are being adopted for standardizing our Rural Schools are being considered none too soon, and will meet with a ready response on the part of every thinking county superintendent in the State of Missouri.

The teachers themselves are the first factor with which we must reckon. The constant shifting of teachers from school to school injures the standard every time a shift is made. If both teachers and school boards could be caused to realize the value of the permanency of interest that could be established and the growth that could be made as a consequence, by retaining strong teachers indefinitely at a steady increase of salary, the first long step toward real standardization would have been taken. The process of "approving rural schools" is of necessity going to be a very slow one so long as this shifting standard prevails. Recently the State Superintendent asked for a classification of ten schools in each of the classes: A, B, and C, in each of the counties of the state. No one excepting a county superintendent realizes the difficulty encountered in finding ten schools of the A Class, due in large measure to the condition discussed above.

Many of our strongest teachers are working in the most poorly equipped buildings and many of the weaker teachers have the best equipment for teaching. This is not always the case, however, for a strong teacher will not remain long with an unprogressive school board, but until our standards are more definite it will be true in far too many instances.

In approving a school, after the teacher the equipment is the next essential. Libraries should contain the books called for in the State Course of Study and not merely books. Proper ventilation should be provided for in connection with the heating plant. In short, the authorities that are in a position to know should be consulted in equipping a building.

No school in the rural districts meets fully the requirements for sanitation in toilet arrangement. This condition is a menace to the health and to the morals of our boys and girls and should be remedied at the earliest possible moment. School boards will many times meet requirements where the proper authorities bring the pressure, but they will refuse to take the step voluntarily.

The supervision of our school playgrounds is another requirement that should be made of a first class school. Many patrons make the request annually that the teacher supervise the children's play. The reasons are obvious. Playground activities should occupy a larger place in our courses of study for rural schools.

"Certificates of Approval" are hanging upon the walls of many school buildings where they really have no right to be because the standard once reached has not been maintained. County superintendents do not fancy the humiliating experience of having to remove these thus causing the school to think less of itself when probably teacher and pupils are doing all that could be required of them. Our standard is too flexible.

We strongly believe in the plan now under advisement: the classifying of all schools into three classes, and approving each school in its class. Then each school would have always before it an incentive to progress into the

class just higher. County superintendents would be rendered invaluable assistant in carrying out the plans of the state, for all school boards really desire that their school be approved but they think too often that when they have met the present minimum requirements their duty is done for all time. Teachers, too, will be more dependable in securing the essentials for good teaching when they realize that they are classified according to their environment and their equipment as well as their teaching.

CORRELATION OF AGRICULTURE ARITHMETIC AND COMPOSITION

By W. H. Burr, Maryville

My subject for discussion is correlation of agriculture, arithmetic and composition.

Suppose we take agriculture for our basic subject, deriving arithmetic and composition lessons from it; not because we wish to make a hobby of agriculture, for we recognize the fact that each subject should receive its due attention but because agriculture is the natural base from which we can build the arithmetic and composition lessons.

We have been trying all these years to teach a boy agriculture by planting him between the four walls of a school room, propping him up between two boards, sliding an agriculture text book beneath his nose and saying:: "Now Johnny we are prepared to study the soil conditions on your father's farm, the farm animals, the planting, tending, and harvesting of corn, alfalfa and other farm crops; in fact, Johnny, you are to become a real efficient farmer when you have studied through this book."

You wouldn't give a girl a text-book on sewing and expect her to become an expert seamstress. She must have a needle, thread and something to sew before she accomplishes the art. Contact between pupils and things studied is one of the chief assets to efficient teaching.

What a boy or girl can see by using his or her eyes for ten minutes is worth two hours of reading.

Not long ago while helping conduct a seventh and eighth examination, I noticed this question: "Draw completely the following: corn plant, clover plant, alfalfa plant." I took care to examine the various drawings. One boy in particular made a splendid drawing of the stems and leaves of the clover plant, but the root resembled a parsnip. Why did he make this mistake? He had seen hundreds of clover plants growing. Of course he could draw the tops, but he had never pulled a plant up to examine the roots.

Another pupil drew all parts of the three plants correctly. Later I inquired about these pupils. I learned that the first boy had studied all about these plants in the agriculture textbook, while the second one had studied the plants. Then again, suppose we take our class on a field trip to study the alfalfa in the field. First of all we must have our data arranged in order that each pupil will have something to do when he arrives at the field.

Gather such information as this: How was the ground prepared? When was the alfalfa planted? Was the field inoculated? How much seed was planted per acre? What cultivation did the alfalfa receive?

Get the average stand by measuring a square foot of ground in different places and counting the number of plants in each square foot.

Of course you can't obtain all the desired information by simply visiting the field. Visit the owner of the field, he will help answer your questions.

Visit other alfalfa fields and compare results. Determine which is the best method of handling alfalfa in your community.

At this point is where arithmetic steps in. Let us, for an arithmetic lesson, solve the following problems: Determine the cost of seeding the alfalfa field, including preparation of seed bed, cost of seed, rent on land, etc.

Solve problems comparing the value of alfalfa with other farm crops. This is only a very brief outline on the subject of alfalfa.

I have tried to illustrate the manner in which all other farm crops may be studied. To keep in mind that direct contact between what is being studied and the pupils is the secret of this plan.

If it is true that only ten per cent of our business men can pass a satisfactory eighth grade examination, it seems to me that we are wasting a great deal of time by teaching a lot of arithmetic which is never used outside the schoolroom.

A speaker recently said that our modern arithmetic should be put in a press and reduced to about one-third of its size.

So much for agriculture and arithmetic. Now what about the composition lessons? Our seventh and eighth grade pupils are doing chiefly composition work this year. The grammar and language books offer many delightful subjects for compositions. Yet it is painful to think of a child trying to gather enough words and phrases to make a composition of respectful length about something of which he has very little actual knowledge.

It reminds me of a soldier firing away his ammunition without hitting anything.

Why not use such subjects as these: "A Field Trip," "Trip to the Silo," "What is Good Seed Corn," "Enemies to Farm Crops," "The Dairy Cow," "Poultry Management," etc. According to our plan the pupils will have superior knowledge of these subjects by studying them through actual contact.

Fellow teachers, if you desire to do more efficient teaching, if you wish your pupils to be brimming over with enthusiasm and interest in their work, just try this scheme of vitalizing their daily tasks.

In conclusion I wish to emphasize this one point that the teacher who strives to secure contact between pupils and things will have discovered one of the fundamental principles which underlie efficient teaching: hence effective correlation is a natural consequence of such a plan.

WHAT SHOULD BE ATTAINMENT OF PUPIL AT THE END OF HIS FIRST YEAR IN SCHOOL.

By Birley England, Bethany.

I have taken as a basis for this subject a brief summary of the work accomplished by my class of children who completed the first grade last year.

Intelligent and fluent reading in the primer and first reader should be attained at the close of the first year's work. "The Overall Boys" and "The Sunbonnet Babies" are read as supplementary work. Board work should be easily read and "flash" work accomplished on simple sentences. Words are built up with phonograms and given in connection with the reading. All seat reading should be silent and the seat work should always have a definite end in view.

Many of the language lessons and topics may be closely connected and correlated with the reading work. Since the child has been allowed freedom in expressing his ideas and thoughts, story telling and the dramatization of the same are pleasures for him. The correct use of the capital letter, period, interrogation point and margin are used in simple paragraphs on topics of interest about their pets and games. The child should copy topics off the board and from books and observe the above points. Nursery rhymes and at least one poem each month is memorized. In their talks about birds, insects, animals, flowers, games and trips the use of incorrect expressions as "ain't" and "done gone" are now avoided.

In nature study the child has an opportunity to express his ideas and compare them with the other children. The work has been taken up by the seasons in which they occur. The real objects as flowers, leaves and seeds may be obtained and studied in class. The child should know the parts and functions of each of the parts of a plant. A weather calendar proves an incentive for the child to learn the directions and observe the weather each

day. Lessons on rain, clouds, sun, snow, frost and fog and the use of these are very interesting. Hygiene may be brought in, in connection with the nature study.

In spelling, small words used in phonic drills are spelled orally. Simple words used in the reading lessons and the names of objects and pets; also syllable families may now be written on the board by the child.

The arithmetic work is incidental and no text is used. Formal work is not taken up until the third quarter. The reading and writing of numbers in Arabic notation to one hundred should be mastered by the close of the first year. Small fractions are made practical by dividing apples and other objects. The child should now count by ten to one hundred and know the multiplication tables of the two's and three's. Problems in liquid measure should be simple and worked out by measuring water and sand.

Since the child has learned several biographies and history stories, he has an impression of the lives and thoughts of the early people, the primitive life of the Indians and an appreciation of public holidays. In this grade the child is interested in the story only; he has no power to comprehend place or time, hence no attempts should be made to teach dates or locate places.

Handwork is used to get the child to express his own ideas regardless of how he does it. The value of handwork depends upon the problems which must be solved during the process of construction. At the close of the year's work the pupil may illustrate subjects through building small representations of the real objects. The sand table affords an opportunity to represent stories, as "The Three Bears," to represent the lives of people for instance "Life In Holland," and to represent history topics as "The Pilgrims Going to Church." In the construction of play houses and stores there is an opportunity for putting into practice the knowledge which the child has gained in number work, art and language. Free-hand cuttings of familiar objects such as trees and animals should be easily done. Through the crayola work the child's mental ability is developed. Accuracy is learned, for when the crayola mark is made it cannot be removed. Posters are easily made and may bring out important points in hygiene. The health poster should be made with the thought in mind of the importance of eating proper foods. Story posters as "Cinderella" and Mother Goose Rhymes as "Little Bo Peep," are easily made by the first grade child.

In conclusion, I think the first grade child should also have many impressive lessons on ethics and good manners. Some of the important rules the child should now know and use in this connection are obedience, honesty, truthfulness, self-control, kindness and politeness.

SCHOOLROOM AND PLAYGROUND MANNERS.

By Mabel Merrigan, Conception.

You can judge by a child's manners the kind of home from which he comes. This should not be true if the teacher does his part toward inculcating, and developing, traits of refinement.

It was the first morning of school. A little girl had no pencil. Her brother gave her one. She took the pencil, not thinking of thanking him. I asked the child what she should say when a person gave her anything. She did not seem to know. When told by another child that she should say "Thank you," she laughed and said, "Ah, he's one of our kids," showing that in their home they had not been taught politeness towards each other.

Courtesy springs from within and is the outer expression of the feelings. Thus if a child or grown person feels kindly towards another, he will naturally extend those little attentions which as a whole constitute courtesy. No particular age can be selected at which the child should be taught courtesy. Of course, the younger a child is, the more readily and naturally he will learn for there is ever a time, as primary teachers are aware, when the child is

ever watching, eager-eyed, to learn the ways of the people; when the words "That's not right" form sufficient correction for the child is anxious to hear you say "She is a little lady" or "He is a little gentleman." And there is a time as 4th, 5th, 6th and 7th grade teachers can inform you, when the child has nothing to learn, he is not impressionable. At this latter age we may find it expedient to overcome or to eliminate wrong tendencies more frequently than to inculcate good manners. In this task the teacher of discernment finds an opportunity to influence the child's whole life towards higher ideals.

The following is a list of suggested ideas, which, while not inculcating gentility, should serve to keep the child from awkwardness or from being an object of ridicule at some time of his life.

Self-consciousness. Stage fright and bashfulness of many children (especially those much alone in home life) may be overcome by urging the child gradually, and gently, into company and conspicuous positions. Teach the children that all men are equal and that a child should not be left alone because he or she is not as well dressed as another.

Vanity. A child who shows off is extremely opposite to a bashful child; he is so overcome by his own importance that no one admires him. Ignore him and he will soon realize his proper position in school.

Neatness. Insist on neat work, draw their attention to a book in the library handled by a careless pupil and neatness will thereby be given a place of importance in the child's mind.

Trust. Young children trust nearly everyone unless it be some child who has cheated in a game of marbles or a teacher who has failed to keep a promise. A child becomes cynical through the repetition of these experiences.

Staring. Impress upon their minds the rudeness of staring at people. Tell them it is more dignified to act like they had not seen people before and never listen to a conversation not addressed to them.

Respect for Elders. Respect for grand parents, and parents may be taught by a story and verse. Teach them to always offer their chairs to elders.

Teach the boys to open doors for girls or ladies, allow them to pass through first, in marching, the girls' line should precede the boys as in the Titanic, "Women and children First," will be an excellent way for boys to understand this principle.

To the right. Teach children to always step to the right on the street and in the hallways thereby accidents may be avoided. Do not nag over trifles, otherwise children may turn to deceit. There should be some things that we do not see. I'll get even with you is an expression we so often hear on the school-ground. Try and induce the child with this feeling to perform some act of kindness toward the child he dislikes.

Thank you. This should be one of the most common expressions in the schoolroom for teachers and pupils, even in the most trifling transactions. In passing in front of a person, in going to and from class always require pupils to say pardon me.

Interruption. We do not like to be interrupted, neither do children. Care should be taken to give a child his chance to talk.

Raising the Cap. The smaller boys will readily notice older boys and men raising their caps and it is easily learned by small boys as it savors of being grown-up.

I have heard many arguments for teaching manners to our pupils and just one criticism. One gentleman remarked that it would be an added burden to the over-worked teacher. I can hardly agree with him for I find it one of the most pleasant and most profitable of school duties so I leave to the rest of you teachers the question: "Does it pay?"

PHYSICAL TRAINING AS IT SHOULD BE.

By Walter Hanson.

....

In presenting the subject which has been assigned to me, "Physical Training as it Should Be," I shall consider physical training in its generic sense including gymnastics, school and personal hygiene play and recreative activities and athletics. It is quite impossible for me to lay down any definite means of procedure as no two places are alike. All that I can do is in a general way suggest methods that will fit the needs of several communities. It is your duty then to make a survey of conditions in your community and adopt the organization that best meets those conditions.

Surely there is no greater national resource than the health and physical vigor of our boys and girls. The school itself should be made a place in which the healthy child may grow in a normal manner, and where the best development of the weakened child may be secured. Great care must be exercised in the school to maintain correct postures, to provide suitable corrective and recreative exercises and to arrange the course to meet the special needs of the child in order to secure the best physical development. The definite aims to be sought are:

1. Health,
2. To overcome unmoral or abnormal physical conditions,
3. Beauty of form and grace of carriage.
4. A living interest in some form of active clean sport.
5. The team spirit,
6. To develop character,
7. To bring the benefits of physical training within the reach of all students,
8. Physical examination of all students and each student be provided with a chart of his or her own physical condition and suggestions made as to the particular type of exercise needed in each particular case.
9. School and personal hygiene.

Teachers must know what constitutes healthful school conditions in order to be able to manage and direct the children accordingly. There can be no true and lasting culture unless it is founded upon the basis of a strong, well balanced body and vigorous health. The safest and surest way to start a child on the road to success and usefulness is to develop his body properly and to furnish him with every opportunity and conditions for good health and a complete well-rounded physical growth. An abundance of fresh air, shower baths, perfect care of the teeth, attention to the quantity and quality of food and drink, correct sitting and standing postures in school, and exercises that promote health, grace and attractiveness. In how many public schools is there any approach to this standard?

The school exists not only for the welfare of each child in attendance, but also for the welfare of the state and the nation. We hear much in these days about conservation of national resources, but we generally have in mind those material things that nature has lavished upon us, such as soil, forests of valuable timber and mineral deposits of great value. These are very important considerations, but conservation means more than this. When applied to human life in its broadest sense, it means the intelligent care of the health and vigor of our people, intellectually, physically and morally. School life must therefore be organized and directed to strengthen and conserve these powers, else the highest interests of all cannot be protected and maintained.

Gymnastics, thus far, have not met the physical needs of Americans and they probably never will. Gymnastics seems to be play to the German people, but they have never been play to us. I do not suppose that one per cent of us keep up our gymnastics after our high school or college days are over. The exercise we take must be both exercise and recreation. The teacher is the natural leader of the boys and girls of the school. She should have a knowledge of recreation activities. The teacher must be able to participate in the games and teach others. The recess periods are the natural play

periods in schools. The more active games for the morning and afternoon recesses and the quiet games just after the noon luncheon, so as not to interfere with digestion. Games must be graded to suit the ages of the children. A definite recreative program for the school recesses should be planned and followed for the year.

The school must be the gateway for the introduction of play into the community. It is not necessary that a great deal of money be expended for apparatus. A good teacher can keep many games going and suggest schemes to interest numerous children without the use of apparatus. The activities must be promoted with a great deal of personal interest. The teacher must, first of all, be enthusiastic about it. Women teachers should not be afraid to take hold of play activities. It is not how far the boys can jump, it is getting them to jump that is success. This a woman can do as well as a man, perhaps better.

Games also are a means of developing the boys' or girls' sense of justice and fair play. The relation of one team-mate to another, the fighting spirit of playing a game to a finish, the pat on the back after a good hit, the tears shed after a game is lost—all involve both social and moral experience of no small value.

In the German and the English systems, play is mostly under the regular teachers rather than special teachers. There are certain advantages in this—the teachers need the play as much as the children, and out of their playing together is sure to grow a more intimate relationship and a more effective and helpful influence. Most of the public school teachers have not had training for play leaders, and many of them feel too old to enjoy play. But normal school students are now receiving a better preparation, and we may not take it as a foregone conclusion that the playground teacher is to be a special teacher. The older pupils should have special teachers in athletics as they do in other subjects.

I have felt for years that the present system of athletics has been valuable for the chosen few of the school. Special coaches have spent much time and energy in producing the specialized athlete and have ignored the physical welfare of the great majority of the students. So keen has been the desire to turn out a winning team in our schools that only rarely in the public schools do we find physical training offered for the students in general. The president of one of our largest universities was speaking of athletics for education when he said, at a rally before a baseball game, "What we ought to have this afternoon instead of one baseball game, is a game for every student on the campus." A coach of a football team protested against the use of the athletic field as proposed by the director of physical education. He held that the field had been nicely smoothed for the game of the afternoon and must not be scratched by students who wanted to play merely for fun. He would deny fifty or sixty students the use on Saturday morning of the only athletic field in the city in order that eleven men might possibly have a better chance that afternoon of winning a game. It was a special case of conflict between the director of athletics for education and the director of athletics for business. Education lost business won. The field was unscratched, the gate receipts were heavy, the home team gained a victory, the coach retained his job and the Sunday newspapers awarded reams of fame. Concerning the physical development of those who were denied the place for games, the newspapers had nothing to say.

In order that athletics shall tend to give perfect physical development, it must produce a being that is symmetrically developed. Arms, legs, and trunk must receive an equal share of training. If the boy is a good runner, we try our level best to train him to the highest efficiency in running, or if he is built for a shot putter we concentrate our efforts in that direction. It is points that count in an athletic meet, not all around development. It needs no argument to prove that in either case we are not producing a harmoniously developed young man.

The evil of specializing gives birth to a still more serious one. It is that of over training. The athlete must put himself in the best possible condition; every ounce of his vitality must be utilized. The records are high and com-

petition is keen. The results are athletic hearts, kidney trouble, using up of the reserve energy that nature had intended for general building up of the body. Especially at the high school age the practice of over training has detrimental results. All the organs are still in the developing and growing stage. Now, if all the energy that the body is able to produce is used up in gaining the highest possible speed in running, then there is nothing left to bring these organs to full maturity. Any activity that calls for the last ounce of strength, that demands that maximum production of energy from each cell in the body, ruins the boy's health.

The first and foremost point to be considered must be to open the field of athletic activities of all the pupils. Athletics must not be a separate issue but must be made a part of physical education and put under the supervision of that department.

Our boys must have competition. Organize tournaments or class meets in the various sports and select the team to represent the school from these tournaments or athletic meets. All the students will then receive the benefits of athletics.

The single team must not be allowed to absorb practically all the interest and enthusiasm of the entire student body to the exclusion of nearly all other forms of physical development.

The faculties, athletic directors and coaches must work together and organize some harmonious system that shall give to each student his portion of athletic accomplishment.

Every student, especially those who are members of base ball, basket ball, foot ball, and track teams should undergo an examination as to his fitness. I know of a number of schools where physical examinations are given by a physician in the city free of charge.

Another matter which should receive our consideration. Let us encourage the boys and girls to aid in establishing a spirit of good sportsmanship in the community. A few things should not be permitted to occur on our athletic fields, either in practice or in contests. Habits such as swearing; talking too much; talking back to officials; or other players, back talk to fans along the side lines; criticising team-mates, for bone-head plays. These habits are all unsportsmanlike, but fortunately, are corrected easily if properly handled.

Again, high school boys should be encouraged to meet visiting teams at the train; escort them to their hotel accommodations; show them the athletic field or court, dressing rooms and to be courteous at all times. If the contest cannot be won on the field, a victory may be scored in good sportsmanship. Experience shows that this is one of the most effective means of teaching young men that victory does not consist solely on scoring the most goals. It does consist of the development of proper conduct of players, officials and fans during and after contests. It is the acceptance of victory or defeat after a good game, the development of team spirit, the school and community spirit, as well as in the development of strength and its accomplishments.

In conclusion—physical training for our boys and girls should be designed to use every possible means to make them healthful, vigorous, strong, happy, honest and efficient.

GENERAL OFFICERS AND EXECUTIVE COMMITTEE N. W. MO. T. A. FOR 1918.

General Officers: President, A. Boyd, Albany; 1st Vice-President, G. H. Peasley, Liberty; 2nd Vice-President, S. E. Davis, Maryville, 3rd Vice-President, Miss Nelle K. Sutton, Bethany; Secretary, C. A. Hawkins, Maryville; Treasurer, Miss Elizabeth Brainerd, Trenton.

Executive Committee: A. Boyd, Ex-Officio, Albany; W. R. Lowry, Grant City; J. M. Gallatin, Chillicothe; E. L. Birkhead, Gower; C. A. Hawkins, Ex-Officio, Maryville.

CONSTITUTION AND BY-LAWS N. W. MO. T. A.

We, the teachers and friends of Education in the Fifth Division of the Missouri State Teachers Association, included in the territory of the Fifth District Normal School, except St. Joseph, in order to elevate the standard of teaching, encourage professional advancement, and promote the educational welfare of the State of Missouri in general and Northwest Missouri in particular, do hereby form an organization governed by the following constitution and by-laws:

Constitution.**ARTICLE I.**

NAME—This organization shall be known as Division Five of the Missouri State Teachers' Association, or the Northwest Missouri Teachers' Association.

ARTICLE II.

MEMBERSHIP—Any person actively engaged in the profession of teaching or interested in the work of education may become an active member by the payment of the annual joint enrollment fee of \$1.00.

ARTICLE III.

OFFICERS—The officers of this Association shall be President, three Vice-Presidents, Secretary, Treasurer and an Executive Committee composed of three members, one of whom shall be elected at each meeting, provided, that on the adoption of this Constitution, the first executive committee of three members shall be elected at once, one for one year, one for two years and one for three years. The President and Secretary of the Association shall be ex-officio members of the Executive Committee.

ARTICLE IV.

DUTIES OF OFFICERS—The President shall preside at the annual meeting and with the advice and assistance of the Executive Committee prepare the program for the annual meeting. In case of the inability of the President to serve, the Vice-Presidents, in their order, shall perform the duties of the President.

The Secretary shall keep a record of the proceedings of the general session of the Association. He shall be Secretary of the Executive Committee, and under its direction prepare the proceedings of the Association for publication by the Secretary of the State Association. He shall perform such other duties as may be required by the Executive Committee.

The Treasurer shall keep the funds, paying out money only upon warrants duly authorized by the Executive Committee, and signed by the President and Secretary of the Association and shall make a detailed report at the business session of each annual meeting.

The Executive Committee shall see that all measures ordered by the Association are carried into effect, assist the President in preparing the program of the annual meeting and provide each member of the Association, at least three weeks before the annual meeting, with a copy of the same. The Executive Committee shall have charge of the finances of the Association and the enrollment of members; they shall be held responsible for the enrollment of every member present.

ARTICLE V.

VACANCIES—All vacancies, except the office of the President, shall be filled by the President, but such appointees shall hold office only until the general election at the annual meeting next following.

ARTICLE VI.

COMPENSATION—No officer of this Association shall receive any compensation whatever for services rendered.

ARTICLE VII.

DEPARTMENTS—The Association shall consist of the following departments: (1) Department of high school teachers, (2) Department of Elementary Grade teachers, (3) Department of rural school teachers.

Each department shall select its own officers, who shall make its program and report proceedings to the Secretary of the Association within ten days after adjournment.

ARTICLE VIII.

ANNUAL MEETING—The annual meeting of this Association shall be held at the Fifth District Normal School at such time as the Association may direct, by majority vote.

ARTICLE IX.

AMENDMENTS—This constitution may be amended at any regular meeting of the Association, by two-thirds vote of the members enrolled at any meeting, provided notice is given in time for publication with the annual program.

By-Laws.

1. **APPOINTIVE COMMITTEES**—The President shall appoint and have printed with the program each year the following committees: Necrology, and such other committees as may be directed.

2. **THE SELECTION OF REGULAR COMMITTEES**—On the afternoon of the first day of the regular session, members of the Association from each county shall meet in a place designated by the President of the Association and elect one member of a Committee on Nomination of Officers, one member of a Committee on Resolutions, and one member of a Committee on Time of Meeting.

3. **MEETING OF REGULAR COMMITTEES**—The Committee on Nomination of Officers shall meet at 8:30 o'clock on the morning of the second day and nominate candidates for the following offices: President, First, Second and Third Vice-Presidents, Secretary, Treasurer, and one member of the Executive Committee. The Committee on Time shall meet at the same hour and select time for next annual meeting. Report of the Committee on Resolutions shall be prepared the same morning.

4. **REPORT OF COMMITTEES**—These committees shall submit their reports to the Association in its business session at the time designated by the Executive Committee in the program.

5. **VOTERS**—Only those holding certificates of joint membership are entitled to vote.

6. **PAPERS**—Each paper read before the Association or any department thereof shall be furnished the General Secretary for filing and publication in the bulletin of the State Association.

7. **RULES OF ORDER**—The Proceedings of this Association shall be governed by Robert's Rules of Order.

TABLE OF CONTENTS

	NOTES	Pages
Notes		1-4
General Officers and Committees, Department Officers and District Officers for 1918		5-7
ADDRESSES GIVEN BEFORE THE GENERAL SESSIONS, CONTINUED FROM JANUARY 1918, ISSUE OF BULLETIN.		
Report of Committee on Necrology		8-10
Fundamentals in the Teaching of English, Prin. J. J. Mahoney, Lowell Massachusetts		10-16
PROCEEDINGS AND ADDRESSES—DEPARTMENT SESSIONS.		
Department of Agriculture.		
Proceedings and Officers		17
Teaching Agriculture, J. H. Gehra, Cape Girardeau		17-19
Department of Libraries.		
Proceedings and Officers		20
Department of Missouri Folklore Society.		
Proceedings and Officers		20
Department of Kindergarten-Primary Teaching.		
Proceedings and Officers		20-21
Providing for Silent Reading in the Primary Grades, Atlantic Brown, Springfield		21-22
Playful Activities of the Primary Kindergarten, Vivian Evans, Kansas City		22-23
Providing for Silent Reading in the Primary Grades, Frances A. Burris, St. Joseph		23-24
Oral Expression In The Primary Grade, Mary Dyaart, Columbia		24-25
Department of Missouri Parent-Teachers' Association.		
Proceedings and Officers		25-26
Some Vital Work Every Parent-Teacher Association Should Do This Year, Ella Victoria Dobbs, Columbia		26-27
Department of Secondary Schools.		
Proceedings and Officers		27
Missouri Society of Teachers of Mathematics and Science.		
Proceedings and Officers		28-29
Unified Mathematics for Secondary Schools, Miss Mattie Montgomery, Sedalia		29-34
Missouri School Peace League.		
Officers and Proceedings		34
Department of Household Arts and Science.		
Proceedings and Officers		34-35
The Conservation of Fats, Beas M. Naylor, Kirksville		35-37
Department of Universities, Colleges and Normal Schools And Junior Colleges.		
Proceedings and Officers		37-38
Our Constituency, J. H. Coursault, Columbia		38-39
The College Constituency in Missouri, J. E. Hollingsworth, Marshall		39-42
Department of Rural Schools		
Proceedings and Officers		42
Department of Classics.		
Proceedings and Officers		43-44
Department of Elementary Schools.		
Proceedings and Officers		44
The Teaching of Geography C. E. Marston, Springfield		44-47
Relation Between the Grades and High School With Emphasis on English, Genevieve Apgar, St. Louis		47-49
Department of Teachers of Education.		
Proceedings and Officers		49-50
Department of English.		
Proceedings and Officers		50
What is Being Done in English in Missouri High Schools, F. C. Irion, Jefferson City		50-52
Personal Expression, Miss Ida Ansherman, Springfield		52-54
Department of Music.		
Proceedings and Officers		54
Missouri Association of Applied Arts and Science.		
Proceedings and Officers		54-55
Required Amount of Art Instruction in Every School Curriculum A Vital Necessity; How Accomplished, Elizabeth Shannon, Warrensburg		55-57
Exhibition Hanging as an Art, Delle H. Miller, Kansas City		57-59
Department of Teachers of Modern Languages.		
Proceedings and Officers		59-60
The Function of Dictation in the Teaching of Modern Languages, Miss Annette Betz, Kansas City		60-62
Department of Commercial Training.		
Proceedings and Officers		62

Department of History and Government.	
Proceedings and Officers	62-64
Community Civics in the Grades, Laura L. Runyon	64-65
Early European History to 1700, Second Year High School, Eugene Fair, Kirksville	65-66
What the College Teacher of the Social Sciences May Expect of the High School Graduate, E. C. Griffith , Liberty	67-68
History in the Fourth Year of High School, E. P. Puckett , Fayette	68-69
Department of Reading and Public Speaking.	
Proceedings and Officers	69-70
Training in Speech for High School Students, Charles S. Foster , Kansas City	70-72
Personal Expression, Lochie Sperry , Springfield	72-73
Department of School Administration.	
Proceedings and Officers	74-75
Some Points in Favor of the Junior High School G. W. Diemer , Excelsior Springs	75-77
Adjusting the School to Changed Conditions, L. McCartney , Hannibal	78
How Supervision May Improve Teaching, Geo. K. Gilpin , St. Joseph	78-80
The Junior High School—Points Opposed To It C. A. Greene , Webb City	80-84
The Relation of the School Director to the Superintendent and the School, Houch McHenry , Jefferson City	84-86
Department of Geography.	
Proceedings and Officers	87
Maps and Map-Making, L. W. Rader , St. Louis	87-88
The Problem Method in Upper Grade Geography, W. L. Cox , St. Louis	89-90
The Picture in Geography Mark Burrows , Kirksville	90-94

REPORTS OF DISTRICT ASSOCIATIONS

ADDRESSES GIVEN BEFORE THE RURAL LIFE CONFERENCE, KIRKSVILLE, NOVEMBER 1-3, 1917

What is the Matter with the American Parent, Dr. Sperry	95-97
The Relation of Club Work to the Rural School, R. H. Emberson , Columbia	97
Visits to High Schools, William Russell , Iowa City	98-99
Better Farm Management, K. C. Davis	99-100
Some Changes Ahead, P. G. Holden , Chicago, Illinois	101-102
The Impending School Teacher Famine Mark Burrows , Kirksville	102-104

OFFICERS, PROGRAM AND ADDRESSES OF THE SOUTHEAST MISSOURI TEACHERS' ASSOCIATION, Cape Girardeau, October 25-27, 1917.

Officers and Committees	105
Program General and Department Sessions	106-107
Report of Committee on Resolution S. E. Mo. T. A.	107-108
Progress in Rural Education in Southeast Missouri for the Past Decade and a Vision of the Next Decade, W. L. Barrett , Cape Girardeau	108-109
The Value and Use of Standard Tests in Small Schools—What Tests Should Be Given and How Should They Be Given, J. K. Jones , Piedmont	109-111
Food and Figures, Isabelle S. Thursby , Arkansas	111-113

ADDRESSES, GENERAL OFFICERS, CONSTITUTION AND BY-LAWS OF THE NORTHWEST MISSOURI TEACHERS' ASSOCIATION, MARYVILLE, November 1-3, 1917.

Social Values in Education, H. B. Wilson , Topeka, Kansas	114-115
What it Means to Standardize our Rural Schools, Gertrude Thompson , Rock Port	115-116
Correlation of Agriculture, Arithmetic and Composition, W. H. Burr , Maryville	116-117
What Should Be Attained of Pupil at the End of His First Year in School, Birley England , Bethany	117-118
Schoolroom and Playground Manners, Mabel Merrigan , Conception	118-119
Physical Training as It Should Be, Walter Hanson	120-122
General Officers and Executive Committee N. W. Mo. T. A. for 1918	123
Constitution and By-Laws N. W. Mo. T. A.	124

Advertisements